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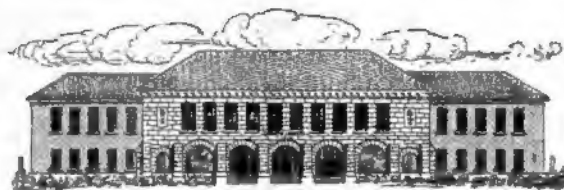
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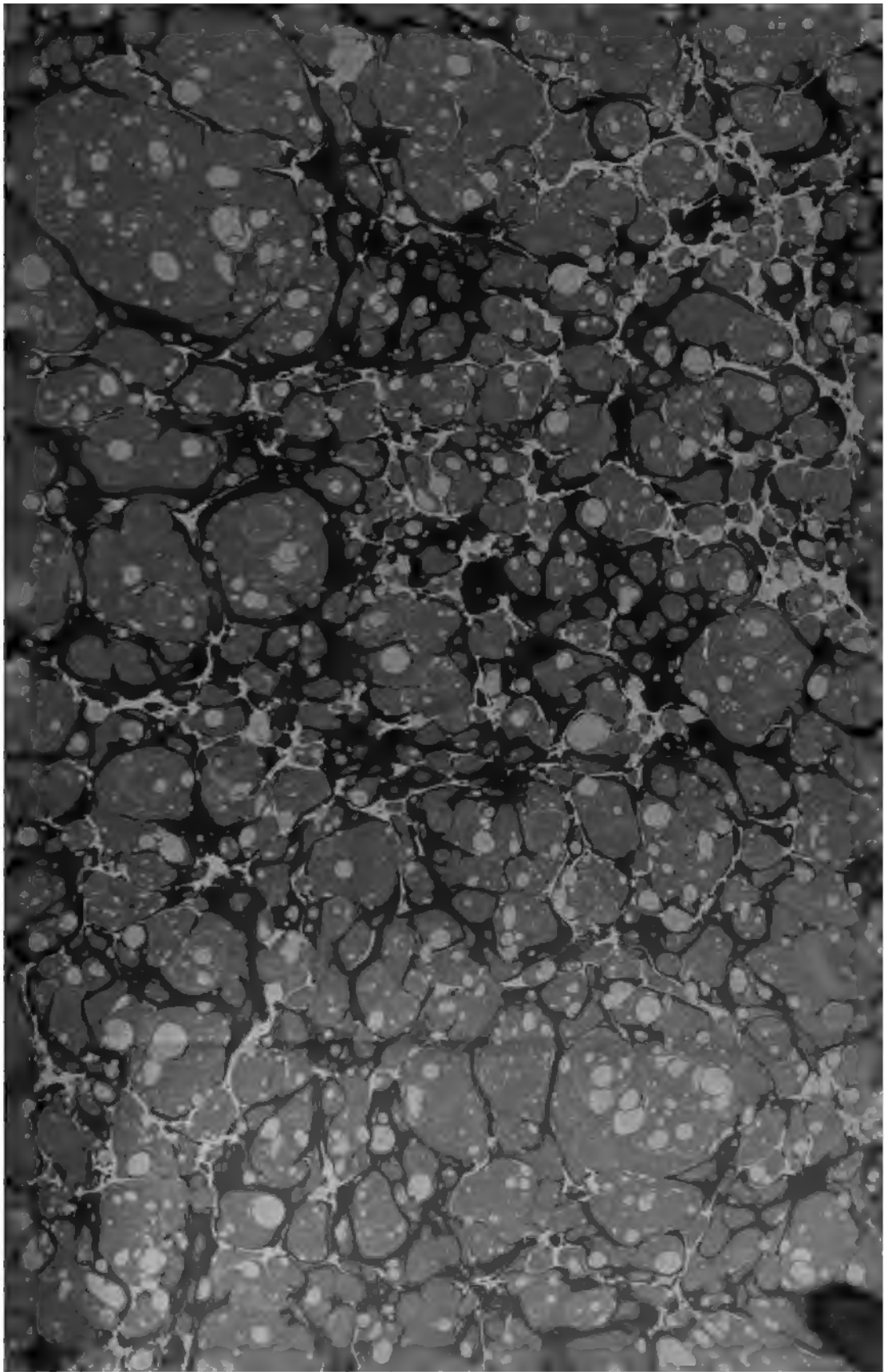


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THE MONTH'S REVIEW

What Educational People are Doing and Saying

Complaint is made by some scholarly and very intelligent observers of educational work and tendencies in this country that a too exclusive devotion to science is "dehumanizing" literary study in American colleges. It is not that literature is denied a place in the curriculum, but rather that there is a failure to adopt the ways and means requisite to true literary culture. This charge is laid especially at the door of the professors whose business it is to teach the world's great literary languages, ancient as well as modern. "As it is," writes Irving Babbitt, of Harvard University, to the New York Nation, "the more vigorous and pushing teachers of language feel that they must assert their manhood by philological research. At bottom, they agree with the scientist—and the dilettante—in seeing in literature, the source not of a law of life, but of more or less agreeable personal impressions. * * * Perhaps a majority of the more important chairs of ancient and modern literature in this country is already held by men whose whole preparation and achievement have been scientific rather than literary. This situation is on the face of it absurd, in some respects even scandalous."

Mr. Babbitt thinks the primary difficulty with which learned foundations have to deal in this matter is the difficulty of finding professors who are really qualified to occupy a chair of literature.

"The degree Ph. D. is no proof of fitness for the place; but, as now administered, puts a premium, not on the man who has read wisely and thought maturely, but on the man who has shown proficiency in research. It thus encourages the student to devote the time he still needs for general reading and reflection of Greece and Rome is a hodge-podge of to straining after a premature 'originality.'" For this reason he suggests that a new degree is necessary as an alternative, if not as a substitute for the present Ph. D., a degree laying the stress on aesthetic appreciativeness and linguistic accuracy, wide reading and whatever is necessary to the equipment of the literary critic. It is an old complaint that too many boys at school are taught Latin and Greek in a fashion that disgusts them with the masterpieces of literature in those ancient languages, and now a like complaint is made in regard to the prevalent system of teaching modern languages. German and French, for example, are taught either from the philological point of view or from a business standpoint, and the priceless treasures of German and French literature are ignored. "From the lists of books read in schools and colleges and from publishers' catalogues," says Mr. Babbitt, "one might infer that what is now taking the place of the masterpieces is second rate French and German novels. Even the best judges are impressionists in dealing with contemporaries, so that from the teachers' point of view one is

tempted to lay down the rule that the only good authors are dead authors."

Mr. F. C. Prescott, writing also to the Nation on this subject, makes the point that literature cannot be directly taught at all, but that a taste for good literature can be induced by a proper system of training: "The appreciation and enjoyment of literature are matters extra-academic and belonging to the home.

* * * Literature for the colleges is one of these two things—history of literature and the general principles of literary criticisms. But," he argues, "from these studies, as well as from the study of foreign languages, literary appreciation may come as a by-product. It will come inevitably in proportion to the culture and the enthusiasm of the teacher."

It is a familiar fact that doctors differ; but the great fact to be borne in mind here is that literature is educative, and that a knowledge of the best books in ancient and modern languages confers a knowledge of the world—of mankind, the proper study of man—which is hardly attainable from any other source. Literature, deserving the name, is an embodiment of the world's most profound, comprehensive and subtle criticism of life. It is learning, experience, reflection, translated in terms of life, and he who is not a master of it is still to some extent ignorant and immature.

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When the state university began to assume importance in western educational circles the friends

Religion at State Universities. of the denominational colleges which had sprung

up in numbers in every state found it profitable to set forth in warning words the dangers which attended residence at a seat of learning under the control of some other body than a board of trustees all members of a particular church. They even had a story of a chapel service at one of the ungodly institutions, where, after a painful silence, one of the professors upon the platform rose and said, "The praying professor is absent today

and there will be no chapel this morning."

It has been interesting to note how the religious life of the state institutions has developed, as a wider horizon has made the limitations of denominationalism less conspicuous. In many places guild houses have been established under the auspices of particular churches, to serve as rallying places for the members of that denomination in the university, presided over by heads who give their whole time to the religious interests of these students, and making powerful adjuncts to the work of the Young Men's Christian association and the corresponding organization in the interests of women.

The right man at the head of one of these houses is able to do much good for the persons whom he desires to serve. He keeps in touch with the pastor of the home church from which the student came, as well as with that of the church in the college town. He makes his guild house a home where students may come in times of special need. There may not be that aggressive denominationalism which too often asserts itself unduly in the small institution traditionally attached to a particular sect, but the influences are wholesome and the opportunities for good are many.

It is entirely likely that the Wisconsin clergyman who made the recent attack upon the religious life at the University of Wisconsin did not mean to imply that the whole body of students was coated with a "religious veneer," striking as that phrase is and much as it expresses the spiritual condition of thousands of people of this generation. What he seems to have had in mind was the need for some sort of a religious establishment under the auspices of his own denomination. In working toward this he probably used stronger terms than were justified by the facts in the case. Considering the increasing influence which the state universities are steadily gaining it is desirable that every force which works for character and fits for usefulness should be encouraged. It is entirely unlikely that distinct irre-

ligious influences are allowed to have control at any university in this day when personal religion, even if it be thinly veneered, is counted of much worth to character.

Statistics in support of this belief have been brought forward by Dr. George Macadam, pastor of the Madison Methodist Church, who last year conducted a religious canvass among the 2,292 students in the undergraduate classes. Of this number 1,648 were either church members or expressed some church preference. One hundred and fifty-two expressed no choice, and 492 could not be seen. The percentage of students from the four classes who are either church members or who expressed church preference was 70, a very high proportion.

In the various sororities there are 210 members. Of these 115 are church members, while 81 have some church preference and 14 have no choice whatever. The percentage of church members among sorority girls is 55, and that of those having church preference 93.

The boys in the fraternity houses have nearly as good a record to their credit as have the sorority girls. In the various fraternities there are 338 members. Of these 170 are church members, while 130 indicated some church preference, and 38 expressed no choice whatever. Fifty per cent. of them are church members and 83 per cent. expressed some church preference.



The convocation orator of the University of Chicago deplored the failure

**Are Universities
Lacking in General
Culture?**

of the large universities of to-day to do as much for manners, taste, and general culture as the smaller institutions of a generation or two ago. Is the charge true, and, if it is, are the universities to blame?

The Chicago Tribune says: The colleges of the United States fifty years ago were attended by men who had in view the calling of lawyer or of minister, and

by the sons of wealthy men of family and culture. The men who had in view a professional life were quick to catch the tone of those who aspired to be gentlemen of leisure and a certain diffusion of refinement of manner was inevitable. The colleges were small and the students lived in closer intimacy than is possible in the large mass of students in a modern university. America was still fond of looking to Europe for models of deportment and overrated the prevalence of good breeding in the old world. Stately manners and stately language were highly esteemed. Newspapers and magazines were few and unimportant and the reading of the students was forced into classic channels. Athletic sports occupied little time or thought. The percentage of students who, upon graduation, were or bade fair to be polished gentlemen was large.

Modern standards of deportment differ from the older ones. The colleges have felt the change. The elegant language and stately demeanor of the heroes of fiction in the first half of the nineteenth century would not be accepted as a pattern by college students of the first half of the twentieth century. The students come from a wider range of homes and enter college with different aspirations. The percentage of college students who become lawyers or ministers is dwindling yearly. Judged by the standard of fifty years ago the students of to-day probably would seem to lack polish. Judged by the standard of to-day they probably carry away as large a stock of manners as they ever did. As for taste and general culture, opportunities are presented students to-day for which students sighed in vain in the older days. Every large university has its course of art and music. Courses are offered in a variety of topics never touched in an old-fashioned college. The poorest student to-day is nearer to a realization of the wonders of science than the most broadminded of his ancestors.

It is probably true that the polish aimed at by the upper classes of society a half century ago is not to be found to-

day either among college graduates or elsewhere. On the other hand, the universities to-day are sources of culture to a wider range of humanity than the old colleges reached. Manners may have suffered in the case of the few, but the gulf which of old separated gentlemen by birth and breeding from the crowd has vanished, and the average is higher than ever. The universities are in nowise responsible for the disappearance of the old ideals, except as they have taught the greater worth of sincerity over ceremony. Time is of greater value now than then, mentality of more importance than manners. There has been an actual gain in knowledge, a loss in manners, which is only a seeming loss, because truth is absolute and elegance only relative.

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There is no other study from kindergarten to post-graduate school that has received so many hard knocks of late years as Greek. The scientists and the utilitarians have taken it for their stock example of the folly of the old education. People whose schooling ceased before they had a familiar acquaintance with the three Rs are quite sure that most any language is better than Greek. They line up with the other authorities and exhibit a fine contempt for the institutions that attempt to teach such stuff and the young men who waste their valuable time upon it.

But the Greeks of our colleges are not dead yet. They are a hardy lot after their training at digging among roots, and they have faith and pride to sustain them. A long article by Professor J. Irving Manatt of Brown University shows how confident they are in the justice of their cause. The professor begins by arguing that the wide-open optional system is proved already to be a failure, and his Greek helps him with an illustration. Like Hercules at the crossroads, the schoolboy must choose his path, but Hercules had a comparatively easy time.

"In place of the simple old cross-roads conceive a trolley terminal, with its network of radiation, and the choice of your schoolboy Hercules becomes a serious matter."

In order to fortify his position still further, Professor Manatt then refers to the confessions of Charles Francis Adams in his recent Phi Beta Kappa address at Columbia. Mr. Adams was one of the radicals at Harvard who were for ousting Greek, but now he has no faith in the judgment of the boy of 18 who is left to go as he pleases. He says of himself: "I gave up the classics; I got rid of mathematics, and I have since learned that educationally the thing of all things I needed for my subsequent good was a severe and continued training in mathematics and Greek."

"Severe and continued training" is undoubtedly what every student needs, and dancing about from trolley to trolley is not a good discipline. Possibly, therefore, the Greeks may be gaining now that the trolley exercise has received a pretty thorough test. At least, they have the chance to attack, and it is natural that they should make the most of the opportunity.

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Excavations of the ancient city of Gezer, mentioned in early sacred and profane history, carried on by members of the Palestine exploration fund for the last three years have developed numerous "finds," according to advices from Jerusalem published in the September number of the Biblical World.

Eight cities have been found, superimposed upon each other, on the side of the old defense to the western road to Jerusalem from the mountains of Judah. The culture, history, religion, and customs from as far back as 3,500 B. C. have been revealed by architecture, jugs, weapons, masonry, etc.

Claims that Gezer was the prehistoric home of "geezers" and that the cognomen is a 5,000 years' survival are given

credit in a short description of the city, as follows: "There are few striking buildings, the houses are small, the streets crooked and narrow, the even course of the streets changes from age to age, and there is no main thoroughfare through the city."

Dr. E. W. G. Masterman, a member of the excavating party, is the contributor of the article. In part he writes as follows:

"The earliest inhabitants lived in caves and made all their weapons and instruments of flint. In the middle period bronze is the only metal known, while at a time roughly synchronous with the coming of Israel, iron appears and gradually replaces bronze."

Work of excavating is temporarily suspended, as the three years' Turkish firman has expired. It is hoped to secure a new firman, when the researches again will be resumed.

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The important "American Nation" series of historical studies, now in process of publication, has reached the volume on "Slavery and Abolition," by Professor Hart's New History of Slaves.

Professor A. B. Hart of Harvard University. The book, judicious and studiously imparital, is not likely to contribute toward the revival of a dying controversy. In accordance with modern ideas, it finds the ultimate causes of the trouble in conditions of soil and climate and not in the reasoned purposes of the people themselves.

At the time the Declaration of Independence was proclaiming human equality, slavery was permitted by law in every English colony. Massachusetts and Rhode Island, indeed, had early enacted prohibitive statutes. But these were a dead letter—as were those of early Georgia. The conditions of the northern and middle colonies, however, never made slavery profitable. In the diversified industries and in the intensive agriculture of New England, slave labor could not compete with free. To hold

slaves in Massachusetts, therefore, was a mark of dignity rather than of business enterprise.

The large estates of the tobacco and cotton planters of the South furnished the conditions adapted to the development of the "peculiar institution." As usual what was economically profitable was regarded as right. The system that was condemned by the great Southerners of the period before the cotton gin came to be defended by their successor, who fancied that their prosperity was founded on it. Meanwhile, the North, developing free from the influence of slavery, reached a stage where the missionary impulse became overpowering and it started out to impose its ideas and standards on the rest of the country.

Thus, from one point of view the conflict that followed was as inevitable as the natural forces of protracted heat and moderate temperature that produced it. Puppets, men seem to be as Tennyson suggested, "moved by an unseen hand at a game that pushes us off the board." Yet after all it is impossible to avoid speculating whether the whole of truth is embodied in this view. If men on both sides had kept their temper, if Douglas had not revived the issue of the Missouri Compromise, the crisis might, perhaps, have been postponed and slavery might finally have succumbed before the forces of progress. To assume that it was not within human power to avert such a calamity as the war is a lame and impotent conclusion.

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After digging for several years into the ruins of Nippur, the ancient seat of

Cassite greatness, the University of Pennsylvania has just published ex-

tracts from the brick ledgers, payrolls, census reports and other documents of the great era of Cassite expansion and prosperity.

A sample payroll is as neatly kept as that of the Census Office. It is "lined perpendicularly for the year, with divi-

sions into two periods of six months, and horizontally for the names of the officials on the payroll."

Against the names of the officials are marked their records, some as absent with pay, some without pay and one as "absconded." The roll has a woman on it, who is explained as the daughter of some one, and "whole families are carried on it" at public expense.

This seems curiously modern. Another set of Cassite books brings them completely up to date. It is the record of the statistics of their prosperity. It shows them teaching the people whose country they had expanded into, their religion and their civilization, debiting them with the expense of this and crediting them with receipts of produce enough to pay the salaries of everyone on the official payrolls and leave a handsome balance.

The records leave no doubt that nearly 3,500 years ago the Cassites were familiar with grafting, had systematized exploitation and had begun reducing high finance to an exact science. They kept it up for five hundred years, yet most of us who think ourselves modern have never heard of the Cassites until this present.

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Commencement exercises of Leland Stanford University, which were postponed from last June, were held last month. The address was delivered by Benjamin Ide Wheeler, president of the University of California, on the subject of "Phiology." In the course of his address he said:

"The establishment for the United States of a standard of written English different from that recognized elsewhere in the English-speaking territory is an isolating and decisive movement promising loss and waste to intercourse and culture, introducing consciousness of contrariety where the opposite is desired.

"The English language is not the property of the people of the United States, still less of its government: it is a pre-

cious possession of the English-speaking world, and the moral authority to interfere in its regulation must arise out of the entire body and not from a segment of the roof.

"Any radical change such as this, for instance, would be involved in phonetic writing, would have the effect of cutting us off from the language of Shakespeare and the English Bible, making this a semi-foreign idiom to be acquired by special study.

"The proposal gradually to introduce through the co-operation of volunteers a certain number of new spellings and then, when these are well under way, presumably certain others, seems to promise an era of ghastly confusion in printing offices and in private orthography and heterography as well as much irritation to readers' eyes and spirits.

"The list of 300 words proposed by the simplified spelling board is a somewhat haphazard collection, following no very clear principle of selection. One hundred and fifty-seven of them, such as 'color' for 'colour,' are already in their docked form familiar to American usage. There is no excuse, however, for 'thru' for 'through' from any point of view."

In response to inquiries regarding the significance of his address, President Wheeler suggested that an international academy might be founded to have authority in matters of language changes. While discussing his Stanford address he said:

"My position is determined from the point of view of the science of language in its relations to human civilization. It certainly is of the highest importance to the most sacred civilized interests that no changes be made such as have been proposed without more careful consideration and co-operation of all branches of the English-speaking world.

"My idea is that there should be created an international academy representative of England, America, Australia, New Zealand, Canada and even India and South Africa, a parliament of the English-speaking world which should have oversight of reforms in the lan-

guage just as the French Academy and Spanish Academy have done."

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A significant token of progress in Oklahoma is the establishment of institutions of learning

The Modern Sectarian School. throughout that territory. At the convention of the

Christian church, which ended recently at El Reno, it was definitely decided to build a Christian college at some town in the new state. This church has decided that a college is needed in Oklahoma to meet the requirements of that denomination and to keep abreast of the advance made by other church organizations that are establishing schools in the territory.

The sectarian school has a rightful place among our modern institutions. As it is constituted to-day it represents the result of a slow process of evolution. Within the memory of many persons now living the religious college was a place where dogmatic doctrine was preferred to a thoroughly liberal education. The doctrines of Calvin or of Wesley or of Campbell represented the curriculum of the college and mathematics and literature held a secondary place so far as the essentials were concerned. There was formerly much criticism of these schools, especially the smaller ones.

The modern sectarian school is denominational in name alone. No attempt is made to teach religious doctrine to the exclusion and subordination of the modern college curriculum. Doctrine is incidental, and if taught at all, is hardly perceptible. The modern sectarian college is liberal to a degree. In fact, it is possible for the student to attend a Presbyterian college to-day, receive his sheepskin and know nothing of the doctrine of predestination or of total depravity. The aim and purpose of the modern sectarian school seem to be to inculcate the spirit of religion without forcing upon the students formal precepts and the dogmatic doctrine of any particular sect.

The modern sectarian college is the complement of the purely secular schools, the college is the complement of

the university; both institutions have an important place in our system of education. Both are necessary to meet present day demands. There is a growing disposition on the part of college students to do supplementary work in the university and many are taking their initial course at college and completing their collegiate training at the university.

The modern religious college marks a wonderful step in the evolution of liberal ideas and its present status is a result of years of progress toward higher ideals of education.

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An impassioned warning and protest against all forms of "occultism" is made in the current issue

Superstition and Mania. of the Liberal Review by Professor Larkin, director of

the Mount Lowe Observatory.

Professor Larkin begins by making the interesting and surprising statement that "an observatory receives mail from all parts of the world, on every subject that brain can think about," and he declares so many letters come from people suffering "unspeakable mental agony" that he set himself to looking up the causes of such widespread trouble.

In other words, it would seem that persons subject to mystical obsessions, religious vagaries and victims of cults appeal to astronomers and physicists, and Professor Larkin believes that we have no proper comprehension of the horrors of these mental disorders, and no proper realization of the extent of the ravages of such obsessions or mental irregularities.

Professor Larkin furthermore asserts that these evils are spreading. "There are actually now, here, in the United States, magazines and papers devoted to astrological myths. The silly oracles of Eleusis, Dodona and Samothrace are being made articulate again by priestesses in our modern cities. Vast sums of money flow into their clutches as in Jerusalem, Thebes, Memphis, Athens and Rome. Fires of necromancy, sorcery and invocation are blazing again;

and rivers of bitter waters from ages of superstition are pouring into our villages, towns and cities. Read the street signs. Black magic, or the art of casting malign spells over people at a distance, is here. It was one of the scourges of antiquity. Magicians, medicine men, nature workers, rainmakers, augurs, mesmerists and diviners by cups, sticks and straws and dice are round about, and fake healing at a distance. Talismans, hearts, rabbits' feet, magic belts, amulets and charms to ward off imaginary evils are worn yet.

"Magianism, rosicrucianism, gnosticism, occultism, together with Mosaic and Hermetic mysteries, are all flourishing in this country and Europe. Packets, locks of hair, wands, vagaries, fakes and morbid mental states due to these are on all sides. How can mental physicians keep up with the new brain diseases? Superstition is now intensely alive, and all kinds of mind distortion, born in prehistoric and barbarous ages, when men did not know a single law of nature, are rife, even in the shadows of universities and colleges. Dreams, hallucinations, phantoms, prophecies, seership and mental lapses are still believed in as they were in Nineveh, Tyre and in palace and hovel alike in that vast center of debasing mythology—Rome."

There can be no doubt of the terrible significance of these facts, of which this priest of science, from his remote mountain top, turns from the study of the stars themselves to warn us.

Furthermore, the facts are notoriously true. To dwellers in great cities, indeed, they are so familiar as to be ignored. Yet there is no doubt that as a world evil these terrible illusions and delusions are worse than any plague against which the might of modern science arrays itself, worse than any curse of "habit" against which reformers and societies labor, more insidious, more uncontrollable, more disastrous, and infinitely more difficult to cure.

Frauds and cheats are a small part of this evil, and with comparative ease and effectuality may be dealt with. But the

criminal code is a crude engine, and the limits of intellectual freedom are and should be wide. So the worst evils of superstition can never be met save by one means. The spread of exact knowledge must tell in time. And though many like Professor Larkin are sometimes discouraged by the persistency of the ancient errors and follies, light penetrates farther every day, and shines upon more minds.

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We are all familiar with the small college and its appeal to local pride; but a

The Home College.

recent contribution to the publication called *Science* suggests that the small

college does not monopolize the designation "home college," as we have been tempted to believe. The compiler of this article, Mr. R. Tombo, Jr., shows by research that nearly all the great universities are as largely provincial in their membership as the smaller institutions.

In New England, for example, out of 453 students at Amherst, 351 come from New England and New York, and these geographical limits also contain 865 of Dartmouth's 995 and 305 out of Williams' 445 students. Out of 3,268 students in the University of California, 3,093 live in that state. Illinois supplies 2,872 of the 3,667 students of its university, and 2,046 of 2,914 at the University of Pennsylvania are drawn from territory within state limits. Harvard, which counts 4,319 students, has 3,257 from New England and New York, and 2,383 from Massachusetts. Columbia, with 4,083 students, draws 2,774 from New York.

Eminent as comparative exceptions, Princeton and Yale are the most cosmopolitan. Princeton has 1,364 enrolled, including 277 from New Jersey, 272 from New York, 357 from Pennsylvania, 45 from Maryland, 59 from Illinois, 45 from Ohio, and under 30 each from Massachusetts, Kentucky, Indiana, Iowa and Missouri. Yale counts 3,063 students, of whom 1,057 are from Connecticut, 608 from New York, 188 each from

Massachusetts and Pennsylvania, 147 from Illinois, 135 from Ohio, 112 from New Jersey, and 187 from the south at large.

Meanwhile the old controversy between the university and the small college seems as far from settlement as ever. In general, the great university has more facilities for comprehensive and exhaustive culture in scientific or humanistic attainment, while the small college surpasses in giving to the student the close personal touch of master minds and the means for formation of strong character. As time goes on, character will be more highly prized than culture, favoring the small college. On the other hand, the undergraduate ought to have his character formed at home, so that he can enjoy facilities of the great university without surrender to its temptations.

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Dr. Joseph S. Kennard, who recently returned from Italy, reports that arrangements for the exchange of university professors between that country and the United States on the same lines as the system now in force between America and Germany, but on a larger scale, had been completed.

Through the efforts of Dr. Kennard, who represented the interests of several of the principal American universities—notably the University of Chicago and the University of Pennsylvania—the king of Italy became interested in the movement. He issued a decree calling attention to the importance of the movement from a national standpoint. The decree called upon the people of Italy to work with Dr. Kennard toward the desired end. As a result the Italian-American Educational alliance is now established on a firm basis.

"The whole country exhibited the keenest appreciation of the value of the alliance," said Dr. Kennard. "Under the system for exchanging professors Italian professors will come to the American colleges to lecture and American professors will go to Italian colleges. Circles for

the study of English language in Italy and of the Italian language in America will also be established."

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Chancellor MacCracken, of New York University, in his opening address "welcomed the reaction of public opinion in favor of small colleges," defining as such one which gathers less than 500 undergraduates under one faculty. He said:

"I count to-day a fitting time to call attention to the principal planks of the small college platform. I have been standing on this platform for a quarter of a century and can claim to speak with authority.

"The average undergraduate should continue in college from eighteen years of age to twenty-two. This formative training between school and life occupation should be preserved. There should be no cheap chromo diploma for a two years' bachelor of arts course offered by any university as a premium for graduating in law or in medicine. The college course should have at least half of its subjects prescribed and prescribed work should include a good measure of logic and psychology, of language and of mathematics.

"The undergraduate who does not want logic or mathematics is usually the man who needs them more than anything else. The same is true of the one who does not want a thorough training in language or in science. He ought to have them in a fair measure. The last plank of the platform is that there should be close contact of the mind of the professor with the mind of the student for the highest moral results. New York University expects each professor to care for the moral as well as the intellectual well-being of the student. It assigns to every under-graduate student a professor to be his adviser, who is required to know how the student passes his time as well as how he passes his examinations.

"At University Heights we have two small colleges, which are removed more than half an hour from the six undergraduate and professional schools that are downtown. One is the College of Arts and Pure Science, the other, the School of Applied Science. They are distinct in their faculties and administration, in their courses of study and roll of students. Their fellowship is like two neighboring colleges in an English university, on the athletic field, and in their social and religious life. They are successful examples of colleges built upon the platform of four planks that I have named. Such an experiment with detached undergraduate colleges had not been attempted by any university in a city until twelve years ago. We attempted it with doubt and misgiving. They have entirely disappeared. With us the detached small college as a part of a university is beyond the experimental stage. I have deeply at heart the supporting and perfecting of detached small colleges, whether two in number or four or six, as the best solution of the undergraduate question in a large university."

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Edwin G. Cooley, Superintendent of Schools of Chicago, gave his ideas on the right way to uplift public morals in an address before the principals' association of that city. The reform of society, he asserted, must be started upon a foundation of education and he added that the increase in crime is due to the lack of the right sort of education.

The following lessons, the superintendent said, must be learned by every child, if public morals are to be improved:

"We must insist upon the old virtues of industry, obedience, self-control and punctuality.

"We must develop in the children a respect for public property, and the personal rights of others.

"We must teach children that moral laws are natural laws and cannot be

evaded any more than the law of gravitation.

"We must contend against the desire to get something for nothing.

"We must learn that to secure real intellectual and moral advancement we must supplement the training in the three 'R's' with the the three 'H's'—head, hand and heart.

"We must learn that children are happy in proportion as they are unselfishly employed.

"As far back as history goes," continued the superintendent, "men were advocating the reform of society through some system of education. These reforms have usually had some little success only to eventually fail because of the narrow view of education taken on account of some ridiculous extreme. In spite of the efforts of the schools, we are told that crime is increasing, that the schools are failing to do their work.

"The public, the press and the pulpit, in their concern for those evils, occasionally lose faith in our educational institutions. Upon investigation it seems certain we shall come to the conclusion that, so far as the school is responsible for crime, it is due to the failure to approach the problem from the right point of view, to its failure to conduct its work so as to interest all classes of men and women.

"The old-time curriculum made little appeal to and had little interest for many of our children. The conception of the school, as an institution that should appeal to all and should be of assistance to all, is a comparatively new one. I doubt whether the idea has penetrated the heads of all classes to-day. We occasionally hear of schemes of education that expressly disclaim the power of the intention of reaching some of the so-called lower classes of society. It goes without saying that such a scheme will not do very much toward reaching the so-called lower class and eliminating crime.

"While admitting our shortcomings in point of view, in curricula, in method, I wish to call attention that in the past

the schools have done much in the way of preparing citizens for their future responsibilities and duties."

Superintendent Cooley asserted that the schools of years ago laid the foundation for character by teaching punctuality and obedience. Then he went on:

"Punctuality, which is so much a hobby of the schoolmaster, is then worth more to the child than spelling or writing; and the school, by insisting on this virtue, is doing much to suppress a certain kind of selfishness that seems to be inseparable from those who refuse to conform to time regulations.

"Obedience based merely and finally on external coercion is slavery, but when based upon intelligence, conformity to principles that are a part of the life and character of civilized men, is a badge of freedom."

Mr. Cooley denounced the spirit of vandalism among the school pupils, then added:

"It seems clear to me that if we are to change this spirit, this attitude toward public trust, we must get rid of the disintegrating influence of 'pull.' The advocacy of high standards by moralists and churchmen will be rendered comparatively ineffective if practical exemplification of different ideals are to be seen in politics, in business and even in the management of the schools. It will be of little use to teach the ethics of civil service reform or the sermon on the mount in a school where the principal, teachers and pupils, who have seen around them day after day, evidences of the working of 'pull' and 'graft.'"

Mr. Cooley said the spirit of commercialism has taken possession of some parts of schools. The athletic department of some colleges and universities, he said, is often the advertising department, which is built up and looked after systematically by paid instructors, and "as a result the college team is often largely made up of persons who are not real students, but professional athletes."

"The high schools are imitating this practice," he continued, "and there are many things occurring at the present

time in our high schools which show that the school must look to its morals as well as its laurels. Interschool rivalry has led many a school principal to encourage the attendance of young men whose only service to the school was on its football team. When students are paid for going to school to play football, when the school spirit condones or even encourages slugging or disreputable work of other kinds, athletics become a source of demoralization, not only to those who play, but to the entire school world. In place, then, of being a school virtue it is a school vice."

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The degree-giving habit, says the *World's Work*, came to us from the English universities,

**The College
and the Degree.** and the medieval
badge once meant
something to edu-

cated men. But now, remarks the writer, it no longer has any special significance to any body of men, and men of actual attainment are quietly dropping the explanatory letters that are supposed to indicate their educational achievements. Nowadays a college graduate has spent from two to five years in an institution where he may have eaten a substantial intellectual meal, or may have tasted instead a vast number of tempting educational dishes—or merely had a good time and hired a coach to do the required thinking. He may have entered college after a thorough training in a good fitting school, or he may have been "accredited" by a perfunctory school teacher, and have been really unprepared for any higher studies. Under such conditions the conferring of degrees is a piece of scholastic humbug, endeared by tradition and of some supposed commercial benefit to the recipients. It is natural enough that young people in college should confound the taking of a degree with the getting of an education. But what is really more lamentable is that American colleges seem unable to put their stamp upon their graduates in some more enduring man-

ner than by giving them little rolls of parchment and the right to add some capital letters to their names.

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President Faunce of Brown University delivered an address a short time ago

**Narrowness of
Educators.**

in which he urged the importance to every man of obtaining breadth of

view, and recommended travel as one of the best means of broadening out life. He made special application of his advice to teachers who have, he pointed out, a special advantage in this direction, because of the three months' vacation in schools and colleges. "We need," he said, "to get in contact with men whose thought is different from our own."

No statement could be more sound. All men need the friction of other minds upon their own, but this is particularly true of teachers. Yet it happens they get less of it, as a rule, than men of other callings. There is something curiously narrowing about the educational life. Many women teachers of the rank and file are well aware of this tendency and lament its effect upon themselves, but the narrowing influence is even more marked upon male educators in higher places. It is seldom, however, that the latter recognize the fact and admit it as President Faunce does. Naturally, the more intolerant they are of new ideas and the more liberal they become, the less they are likely to discover their own sad condition.

The causes for these mental limitations on the part of many educators are obvious to onlookers. Each school and college is a little world in itself. The interests of teachers and professors are concentrated there. When they go outside they are likely to seek the society of their kind. In their vacations they flock together; they attend Chautauquas and teachers' conventions; or, if they travel abroad, it is in parties composed of teachers. They are continually in the school atmosphere and continually talk shop. They are saturated with pedagogy and are disposed to measure all new

views that may present themselves with the inch rule belonging to any science or philosophy which its adherents regard as fixed and perfect.

Another influence leading to pride of opinion and a self-complacency that prevents intellectual progress, is the nature of the authority wielded by male educators. They are autocrats in their little field. Their subordinates, commonly women, are obliged to assume an attitude of meek subservience and to flatter them as the price of retaining their positions, though often privately holding them in utter contempt because of their inferiority and pettiness. The authority thus wielded and the flattery heaped on them fosters a sense of superiority to their subordinates in general and to womankind in particular which often manifests itself in a laughable way, but as often works injustice to the deserving.

There is no doubt that President Faunce is right in saying that educators need broadening. The importance of this should be urged on them without ceasing, for dogmatism, self-conceit and illiberality of opinion among teachers are bad for the students under them. They should get away from each other whenever possible and put themselves in touch with the world of progress.

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The agricultural renaissance of the West goes on apace. Though it seems

**Training for
the Farm.**

like a misuse of words to speak of the rebirth of farming in connection

with a territory that has been for generations one of the garden spots of the world, the phrase fits the situation exactly. For now in the West for the first time science and agriculture have formed a partnership that never will be dissolved.

This partnership between science and agriculture is not a new thing, strictly speaking, except in some of its later phases. Colleges under state management have conducted schools devoted directly to the training of farmers. The

government has established experiment stations in all the states and territories, which, aided by state appropriations, have added untold millions to the wealth of the West. The railroads have sent out "good seed trains," with lecturers to spread the gospel of scientific farming.

But now the West is going farther in this direction, and is carrying this sort of instruction into the lower grades of its educational system. Hitherto the training offered the farming population has largely appealed to the mature man. Now the coming generation is to have the opportunity to learn scientific agriculture during the formative years of youth.

This new idea is to make farming a part of the high school course. Into the high schools has been introduced a system that includes the selection of seed, the planting of crops, and the judging of cattle. Wherever the experiment has been tried the result has been an increased attendance of boys from the farms and a genuine interest in the general work of the school. The legitimate end of this experiment is the training of the farmer for his work just as the professional man is trained.

This training of the farm boy during his formative years should do a vast amount of good in two ways that are widely distinct. Hitherto it has been an axiom of the sociologist that the farm-raised boy early sickened of the unintelligent and never-ending drudgery of the farm and made his escape early to the cities, and that the more intelligent and ambitious the boy the more inevitable his departure.

There is reason to assume that this tendency on the part of the farm boy will now be much modified. He will be early informed of the possibilities of the life which he has hitherto despised. He will see in the farm the prospect of a comfortable income. He is apt to see in the fascinations of the new agriculture an outlet for his ambition. And as farm life takes on a more satisfactory outlook the attraction of the city will prove less strong. In short, the farm boy of the

future will be more likely to stay on the farm and take up the work where his father leaves off.

In a material way the influence of this new idea contains limitless possibilities. Productive as is the West, it is far from being as productive as it might be. Take, for example, the last wheat crop of Kansas. The state board of agriculture's recent report gives the average of the yield as less than fifteen bushels to the acre, while thousands of acres yielded more than twice the average.

Now, seed selection and culture and climate are not all of the elements of a great yield. It is the full understanding of the needs of the crop and the ability to utilize the powers of nature that gives the educated farmer a yield so far above the average. If the farmer can be educated to the point where the greatest yield shall be the rule and not the exception, the prosperity of the West, already the wonder of the world, will be doubled, if not tripled.

In the farming communities where the education of the farmer has been most thorough the grain average has been greatly increased. When this modern training has been extended to the schools and made more or less compulsory, instead of being limited to the comparative few who are willing to attend an agricultural college, the possibilities of increased production are pleasing to the imagination.

That this new idea will be carried out extensively in the agricultural West is certain. It is too plainly practical not to be given a fair trial.

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Dr. Simon N. Patten, who occupies the Chair of Political Economy in the University of Pennsylvania and has written many books on economics, says

in *The Independent* of Sept. 20 that brides whose husbands earn less than, say, twenty dollars a week, ought to work in the factory, or in the shop or office, according to previous training,

**Shall Wives Be
Wage-Earners?**

to help out the family expenses. Wives used to do a great deal of household work that specialized labor has taken from them, such as weaving, butter-making, and the like, therefore modern husbands must find them harder to support. The wife's work as a homemaker, too, has fallen in estimation:

As agencies outside her home begin to do her work better than she can, her methods, in the natural course of events, become obsolete, and she struggles for her successes with tools which command less respect from her group than they did when their use impressed husband and children with her competence and mastery of resource.

He speaks sympathetically of the situation of the wife imbued with the old spirit of "service-altruism"—that is, of exercising an influence for good over husband and children through performance by her own hands of "the unsalaried functions of cook, laundress, and dress-maker." "Income-altruism," the contribution from some gainful occupation to her husband's salary, is her true way of salvation:

Her affairs are frequently complicated further by her husband, who is likely to belong to the class that pours forth enormous numbers of half-equipped, half-energized men. Her typical mate is of the economic rank between those of the day laborer and the business man of initiative and independent movement—the grade recruited with clerks, stenographers, and salesmen—indifferently trained, perfunctory people, absent-mindedly following routine ways. Task for task, they are inferior to their wives, for they do not steadily care to maintain high traditions, to gauge themselves at the last notch of their engine. They are slovenly when neatness would increase their value, and wastefully careless in execution when precision would follow concentration of thought. Industrial shiftlessness condemns the wife to a hopeless round of harder work than the man will ever do.

For the benefit of these wives, and especially for such as would be freed

from a cramped tenement-house existence, Dr. Patten would have enacted a special National labor law. He would have the factory transformed for woman's convenience, "the factory regarded as a public utility and regulated for the general welfare as the streets are cleaned for the city's healthfulness;" he would supervise the areas of production, and "Federalize them if need be, to bulwark the citizens of an industrial republic;" and he predicts that "radical provisions will undoubtedly be necessary to safe-guard the hard-won rights of the swelling numbers of women in the factories."

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A most interesting feature of the August Yale Alumni Monthly is a list

<p>The College in Retrospect.</p>	<p>of questions and replies giving the opinions of the class of 1896, now</p>
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10 years out of college, as to methods of education while they were at New Haven. At the time of their graduation the members of this class voted on the question of making religious exercises in chapel optional instead of compulsory, as they then were. This question is now put to the members of the class, and with 10 years to mature their opinion they vote 5 to 1 for compulsory chapel exercises, about 60 per cent. of the class members voting. On the question whether too much time was given to the study of Greek, the class is almost equally divided, and on the kindred questions as to whether their own "grasp of Greek literature and life" gave them satisfaction commensurate with the time devoted to it, nearly all replied that their "grasp," while feeble, had been all satisfaction, on 10 years' reflections. On the elective system of studies, there is a strong majority for the old fashioned method of faculty-prescribed studies and hours, the argument being that the professors are better qualified to judge than the best intentioned students as to what will prove the most beneficial studies to pursue. And to the question, "What rela-

tive importance would you now place on study and on activities outside the curriculum (e. g., athletics, societies)," the almost universal answer is studies first of all, social associations second in importance, athletic third and societies last. Objection raised to athletics is that comparatively few are encouraged to participate, and "there was a pretty general feeling that general athletics should be developed more and less time given to university teams." If this is the sentiment of Yale graduates, in the face of the great success of Yale teams in every branch of athletic rivalry, it should be even more the sentiment of graduates of other colleges. On the question whether the discipline of the college now seems to have been too severe, there is an overwhelming opinion that if anything it was too lax.

These replies are especially interesting because of their uniform conservatism on all the questions submitted. The undergraduate is apt to chafe under discipline, to disparage Greek, to rail at enforced attendance at chapel, and to prefer optional and elective against prescribed studies. The mature view of "old grads," from the Yale replies, is in effect a vote of confidence in the superior judgment of the faculty and overseers, and general approval of conservative methods both of government and of instruction.

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The German university system of instruction will be tried this year in the freshman engineering class at the University of Iowa. Although in common use on the continent, this will be the second trial the system has been given in this country. Major studies will be

**The German System
Adopted at Iowa
University.**

given one at a time, the student finishing up one study before beginning on another. Each student will be given individual instruction, and will spend as much time on one study as he may require. This will give him a chance to show his individuality, and is one of the greatest benefits to be derived from the system.

When the student completes the required work he will receive all the privileges of the degree at once, although he will have to wait until the regular commencement to receive it formally. When this system is applied to the whole college, it would be possible for a student to enter at any time. Old students may stop if necessary and re-enter at some future time.

It is thought that no more instructors will be required under the new system than under the old. Though the idea is yet in the experimental stage, it has been so carefully studied out and planned that there is little doubt but that it will prove a success. The scheme originated with Dean Raymond. If it proves this year that it is the best system to use, it will be extended to all of the Applied Science classes as fast as possible. If, however, there is any doubt, as to its practicability, the division started this year will be carried through the entire course and the decision made then. The new students seem to take quite readily to the idea; already the number of applications for the course exceeds the number decided upon for the experiment. Those who will take it will be chosen by lot. Educators and students, alike, are looking forward to the trial of this method with a good deal of interest, as its success may mean a great change in the system of instruction.

OF CURRENT INTEREST

THE YOUNGEST COLLEGE MAN.

The freshman class of Tufts College has the distinction of having for a member the youngest collegian in the country, Norbert Wiener, aged 11 years. At the age of 18 months he learned his alphabet, and he began to read when he was but three years old. His precocious mind has so developed that when he reached his eighth year he was reading philosophy, and was acquainted with Hadley, Darwin, Ribot and Haeckel. The lad's father is Leo Wiener, a Russian, assistant professor of Slavonic languages at Harvard University, and who has been connected with that institution for almost 11 years. Norbert was born in Columbia, Me., Nov. 26, 1894.

Precocity has been marked in the childhood of many eminent men. Alexander Hamilton at twelve was left in charge of a colonial counting-house and at nineteen was a Revolutionary leader. John Stuart Mill read Greek at four. A remarkable case of early development was that of the son of John Evelyn, the diarist, who did not live to fulfil his promise. At two years and a half this child "pronounced English, Latin and French exactly and could perfectly read in those three languages." Before he died at five he "got by heart almost the entire vocabulary of Latin and French primitives and words * * * and had a strong passion for Greek." The early development of musical talent is a common phenomena among eminent composers.

It is not difficult to "prepare" for college at eleven a precocious child. There are thousands of children who with private teaching could accomplish the feat. As children are commonly trained the forward ones are retarded by the average intelligence of large classes. They lose little by the experience if the leisure from their light tasks is devoted to exercise and good reading.

Many educators agree that boys generally graduate from our colleges at too advanced an age. The great need now is to save two years by better high-school instruction or by permitting students to shorten the college course. Between young Weiner graduating at fifteen and the average bachelor of arts still facing his professional training at twenty-three there is a golden mean.



THE GIRL ATHLETE.

Year by year the girls of the country who attend college are paying more and more attention to athletic development. To be sure they are not progressing as fast in that line as the young men, and that is quite natural, but nevertheless they make very good records.

Possibly after eleven years of training the girl athlete has pretty nearly "struck her gait." If this is the fact it makes especially interesting a comparison of the scores of a leading woman's college with some of those set by young amateurs of the ruder sex:

50 yard run: men $5\frac{1}{4}$ seconds, women 7 1-10 seconds.

100 yard run: men 9 3-5 seconds, women 13 2-5 seconds.

Standing jump: men 11 ft. $4\frac{7}{8}$ inches, women 7 ft. 6 inches.

Running high jump: men 6 ft. $5\frac{5}{8}$ inches, women 4 ft. $\frac{3}{4}$ inches.

Running broad jump: men 24 ft. $11\frac{3}{4}$ inches, women 13 ft. 1 inch.

Throw baseball: men 381 ft., women 185 ft. $7\frac{1}{2}$ inches.

The difference is least in running, greatest in jumping and throwing. The woman champion put an 8-pound shot 22 feet 4 inches; the men's amateur record for putting the 16-pound shot is 48 feet 7 inches. The women's achievements about equal those of their half-grown brothers.

But these figures are wholly mislead-

ing as an indication of the real comparative strength of the sexes. Endurance is an important phase of strength, and in this women probably surpass men. Whympers tells of Alpine women porters who carry heavier burdens than men. Women succumb less easily than men to asphyxiation, to disease or wounds. Even in the athletic specialty of the stronger sex women do best in the sport which best combines vital endurance with muscular strength—long distance swimming.

The sex which is longer lived and more resistant to disease, wounds and infirmity need hardly envy the sex which makes showy "records."



PROSPERITY AND COLLEGES.

If there is any particular class or institution that can be especially for the blessings of general prosperity, it is the institution of learning, more notably the college. There are several ways in which such reap the benefits. One of them is the way in which the number of students is increased in each institution and another is the way in which these institutions are made the recipients of the bounties of prosperous times.

When the people of the country are doing well, it is the most natural thing in the world that they should apply at least a portion of their increased resources to the giving to their children a good education. Especially does this apply to the starting of the young folks along the lines of more liberal education, and the colleges, of course, find that there is an especially bright opening for them to increase the size of the student body. Those who closely watch the statistics of the higher institution have been ready to note the larger numbers beginning their college courses and the tide of prosperity has been in evidence for a sufficient length of time to make the effect felt even as far as the graduating classes of the present year.

While this condition is without a doubt a matter of much gratification to the colleges, there is another that gives encour-

agement to those engaged in the work of education and makes them truly grateful for a season of prosperity. That is in the donation of handsome sums for endowment purposes, not to say anything of the smaller contributions that in aggregate mean a great deal to such institutions. The present commencement season has been especially prolific in announcements of splendid donations, well-to-do donors frequently signing their names to checks that extend well up into the tens of thousands and give a substantial lift. Some have conditioned their benefactions of large amount and upon the college bestirring itself and getting its friends to make up a similar amount in order to acquire the first offered amount. These have met with a ready response.

Another pleasing feature is the increased attention that the smaller colleges are receiving in the way of such assistance. For them it has been for the most part a very severe struggle, the larger and more expensive institutions naturally attracting the attention of the men of wealth who freely give to that form of education. It is well that the work being done by these smaller institutions, which might be supposed to have a difficult time holding their own among some of the more pretentious institutions, has been courting attention and marks of appreciation that the donations of large sums shows.



COLLEGE GIRLS AND MATRIMONY.

After considerable observation the East Window has come to the conclusion that the college woman marries as quickly as the woman who has not the advantage of a college training. When the right man comes along the woman will say yes whether she is a bachelor of arts or a housemaid. And she will make the better housemaid because she is a bachelor of arts. There are some educated women who are wedded to their profession—until the right man comes along. Then he is their profession. Marriages of convenience are made less frequently by college women because they do not

feel obliged to marry and escape poverty or dependence. But love marriages are made as often and it is only the love marriage that is worth the making.

Somebody gathered statistics relative to the graduates of a certain college in Columbia for young women. They were asked at graduation what they planned to be. Seven said teachers, three artists, one a lawyer and one a missionary. Ten of the twelve are married and have nineteen babies and there is hope for the other two. The girl who was going to be a missionary married first of all. May be that's what she meant.

If there is any girl who isn't going to college this year because she thinks college will interfere with her matrimonial chances she might as well change her plans and go to college. She will have a better chance to become a wife after she has been through college and will be a better wife.

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HAZING WIPED OUT AT WEST POINT.

It will probably be as surprising as it will be gratifying to the people of this country to read the recent report of the visitors of the West Point Military Academy and the announcement it makes of the final disappearance from that institution of the practice of hazing. Its language is as follows:

The practice of hazing new cadets, at one time prevalent among the older students of the academy, has been effectually stamped out and we have been informed that no instance of real hazing has come to the attention of the academy authorities during the last three years, or since effective measures were employed for its abolition.

The report goes on to say that this great change was largely due to the cadets themselves, who discovered that hazing was injuring the academy. This is another way of saying that it was due to public sentiment.

The way in which hazing was injuring the academy was by giving the country at large a contempt for it that bordered on hatred and indignation. There

had come to be thousands of good people who would gladly see this institution and the naval academy shut up altogether if no way could be found to

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THE FIRST YEAR OF A COLLEGE GIRL.

To be a successful freshman is the most difficult thing in college life, and a few suggestions as to conduct may be useful to young women who begin their college career this fall. For most graduates admit that of the entire course the freshman year is the most trying, and new students cannot be too careful of the friends they make or of their attitude toward the work, for every freshman is being critically watched by both upper-class women and instructors, and the impressions they make the first few weeks usually determine their standing during the four years of study.

If there are secret fraternities in the institutions, then new girls are even more closely scrutinized by older students, and the necessity of carefully choosing acquaintances is more paramount than before.

It is often better to endure a little patronizing from upper-class women than to go about with a high and mighty air. The first will not hurt and the second would certainly make one disliked.

Many freshmen are in great danger of being permanently spoiled by the attention which they get from college organizations. The dean of one of our large Eastern colleges once remarked: "We expect all freshmen to have this period of conceit. I have seen very few who had sense enough to avoid it." This statement is perfectly true and at the same time gives the only safeguard against this danger—common sense. Girls should realize that anyone else in their position would be as eagerly sought, and that all who have gone before have been entertained, or, as it is technically called, "rushed" just as much as they. Many have spoiled their social life in college by a bad beginning. So, too much emphasis cannot be put on the necessity

for decorous conduct for the first few weeks.

It's not alone conduct and work that are watched, for a girl's room and her personal appearance enter largely into the opinion formed of her by the students, especially those in fraternities.

All freshmen should take especial care in arranging their rooms, as most of the expensive fittings are kept through the four years. In many of the larger institutions the girls bring their own bedding, and in such cases one large double blanket, which may be used singly or doubly, six sheets and six pillow cases, all carefully marked with the owner's name, will be essential to comfort.



LESS COLLEGE TUTORING.

Private tutoring no longer yields the rich harvest of former times to clever students in the universities and colleges. The palmy days of the business vanished ten or fifteen years ago, when a student working his way through college could still earn from \$1,000 to \$2,500 a year, and when some men earned nearly twice the latter sum.

Even then, however, the business was not such a science as the "Widow" makes of it at Harvard. You may learn almost anything of the Widow that is taught in the university, and there are undergraduates who fervently believe that he (for the Widow is not a woman) knows more of most subjects than the real professors.

The Widow's neatly typewritten lecture notes, the Widow's careful summaries of the matter assigned for collateral reading, are regularly served out day after day to those students that can afford to pay the Widow's prices. It costs a good deal more to get the Widow's lecture notes and other aids to scholarship than the fees of the university.

Columbia and the University of the City of New York have no Widow. There are hard working students who still tutor undergraduates for pay, and

there are seasons when such students neglect their own work in order that they may put in twelve or fifteen hours a day with the lads whom they are tutoring, but a good many things have combined to spoil the market in New York.

The preparatory schools, if they are not doing their work better than they did it twenty years ago, are at least directing it more strictly to the end in view, that of putting youths into college. Conditions are fewer than they used to be, and electives give a student a chance to discover soft things in the way of studies.

Even the summer tutoring of lads who have failed in the June entrance examinations is not the profitable business it once was. There was a time not so long ago when husky young football players from the preparatory schools gave up two-thirds of their summer holidays to studying against the autumn entrance examinations, and anxious friends of college athletics urged them on to their distasteful tasks. Parents gladly paid from \$3 to \$5 an hour to the men who thus carried dull or idle boys through their vacation studies.

Tutoring is not specially frowned upon at the universities and colleges. Some of the professors themselves earned almost as much as tutors in their college days as they now earn as heads of departments, and then the business does not assume its worst form here.

In those universities where tutoring has been brought to such perfection that the idle undergraduate with money to spend can be reasonably sure of passing his examinations without attending lectures regularly or reading the books assigned professors flunk the fellows who are known to be regular customers of the tutoring mills. It is said that a lecturer at one university once confessed that when he examined the typewritten notes of one of his own lectures furnished to a student by a tutoring mill he found them fuller than the notes that he was himself using, for the tutor had put in side remarks and illustrations that did not appear in the lecturer's notes.

THE POLITICAL INFLUENCE OF THOMAS PAINE

"With his name left out, the history of liberty cannot be written."

Modern psychologists tell us that, if there be any difference between the mind of man and that of the other animals, it is that man conceives the relations between objects, while animals merely perceive the related objects. For many years men have vaguely felt that each man has certain inalienable rights which society or the government may not abridge or infringe; but it was Thomas Paine who converted this hazy animal perception into a rational human conception, who first realized and made others realize that the Rights of Man exist, and that they stand, not on the permission or toleration of society, or the government, or the ruler, but on their own merits.

In the acted history of the United States, Thomas Paine played a great part; in its written histories, his name hardly appears. Historians have not been able to deny the vastness of his influence upon the development of contemporaneous Europe and America; but they have been able to keep it in the background. The religious opinions which he expressed—opinions which, at the present time, would merely give him an orthodox place amongst the so-called "Higher Critics"—had, at the time they were uttered the effect of arousing to wrath the whole Christian world, and of burying his great and well-earned reputation under a flood of slander and vilification. It is the purpose of this essay not to refute the libelous lies which are piously circulated even to the present day, but merely to recount the services rendered by the "Author Hero of the American Revolution."

Born in 1737, in Thetford, England, Paine exhibited no very marked signs of unusual genius until his emigration to America in 1774. He had, it is true, published in 1772, a pamphlet, *The Case of the Excise Officers*, in which he showed up the evils and abuses of the excise system so successfully as to secure

the hatred of his corrupt superiors, and be dismissed from the service on a trivial charge. Shortly afterwards he became intimately acquainted with Franklin, who was then in London pleading the cause of the colonies, and emigrated to Philadelphia on his advice. The reasons for this sudden and extreme intimacy with Franklin are not known, nor is it known how Paine, who was an uneducated man, acquired a style so remarkably clear and forcible, albeit not always grammatical, as in that *Common Sense*, and his other publications.

To bridge these two remarkable lacks of fact about Paine's life, some have supposed that he wrote the celebrated *Junius* letters. Between them and Paine's works there is a great similarity of style and revealed mental characteristics; and both labored toward the same end—the destruction of monarchy and aristocracy, and the formation of a republic. The *Junius* letters stopped shortly before Paine's departure to America; and toward the end of the American Revolution, Paine is known to have desired to return to England and carry on the war there by a series of anonymous letters against the government; that is, by the method of *Junius*. This hypothesis has the advantage of not merely explaining *Junius* as well or better than any other, but of also explaining Thomas Paine—his remarkable style and the fact that Franklin, at the very beginning of their acquaintanceship, treated him as a bosom friend and a most trustworthy confidant.

No sooner had Paine followed Franklin's advice and emigrated to America, than he was engaged as editor of the *Pennsylvania Magazine*. His most famous article in it was *African Slavery in America*, which led to the formation of the first American anti-slavery society (April 14, 1775), and thus began the glorious work which Lincoln's *Emancipation Proclamation* and the Thirteenth

Amendment have completed. Another famous article was on the position of women, and anticipated most of the valid contentions of our contemporaneous women's-suffragists.

The first of Paine's great works was *Common Sense*. When the colonies protested and rose in revolt, they had absolutely no desire for independence. In May, 1775, Washington wrote to Boucher, the chaplain of Congress: "If you ever hear of me joining in any such measure (as separation from Great Britain), you may have my leave to set me down for anything wicked." About the same time he said of Massachusetts: "It is not the wish of this government, or of any other upon this continent, separately or collectively, to set up for independence." And Franklin made assurances of the same kind to the English government. In short, none of the patriot leaders dreamed of an independent republic: "they were only monarchial rebels, fighting for better terms of union with their mother country."

Then Paine appeared. When the memory of Lexington and Bunker Hill was still vivid, Franklin, John Adams, Washington, and Benjamin Rush—four of the most prominent members of the rebel congress—met in fear and perplexity to discuss the affairs of the colonies. At length Franklin asked the momentous question: "Where is this war to end? Are we fighting only for a change in the British ministry or—or—" the word "independence" stuck in his throat. No one answered: "bound to England by ties of ancestry, language, religion, the very idea of separation from her seemed a blasphemy." At that moment Paine was introduced by Franklin, and began to express his views. At first his hearers were horrified by his political impiety; but, when he finished, they grasped his hand as one man and implored him to publish his views immediately. Paine seized his pen, and, at the beginning of 1776, gave to the world *Common Sense*, the forerunner and foundation of the Declaration of Independence.

Nothing could have been more oppor-

tune. It came out on the very day in which arrived the royal proclamation which stamped the patriots as rebels and outlaws, and threatened them with dire punishment. This proclamation might easily have discouraged the Americans and induced them to give up the struggle, had not its voice been drowned by the thunder-tones of Paine exhorting the colonists to strike for absolute separation and freedom. *Common Sense*, which, being published anonymously, was at first attributed to Franklin, John Adams, and other patriots, proved conclusively that the colonists would be better off if independent of Britain, that they had good prospects of obtaining that freedom, and that they could easily give themselves good government.

The scheme of government proposed in *Common Sense*—a republic of, by, and for the people, had been approached before, but never reached. The pseudo-republics of antiquity were always more or less onligarchic, and held in subjection numerous enslaved countries; and the ideas of Locke, Rousseau, and other republican writers were based, not upon the inherent rights of man, but upon an omnipotent government. Previous thinkers had regarded the right of the individual as conferred by the government, by law or custom: the colonists petitioned for redress on the ground, not that they were men, but that they were British subjects and ought not to be discriminated against because they happened to live in America,—on the ground, not that what they asked for was their eternal natural right, but that it was the old, undoubted right of the English people, conferred by custom and act of parliament; these "rights and liberties" were merely the "laws and free customs of the realm." Thomas Paine was the first to realize and prove that every man has certain natural rights, which he possesses, not through the state, but by his own nature.

The influence of *Common Sense* is agreed by both friends and foes to have been almost incalculable. Richard Carile, in his *Life of Paine*, says that "for its consequences and rapid effect it was

the most important production which ever issued from the press." Benjamin Rush stated that "it burst forth from the press with an effect which has been rarely produced by types and paper in any age or country." Conway speaks of it as "a pamphlet whose effect has never been paralleled in literary history." Jefferson speaks of the patriots "rallying about the standard of *Common Sense*." And Cheetham, one of Paine's most shameless calumniators, admits that the author "was hailed as an angel sent from heaven to save from all the horrors of slavery, by his timely, powerful and unerring counsels, a faithful but abused, a brave but misrepresented people." Similar testimonies could be multiplied indefinitely. No one has ever had the face to deny that *Common Sense* was one of the great causes, if not the great cause, which produced the Declaration of Independence and the resulting present position of the United States.

The Declaration of Independence is almost wholly founded upon the ideas of *Common Sense*; and it follows very closely the outlines of a memorial which Paine proposed to send to the governments of Europe. Indeed some have thought that it was originally written by Paine for the committee on drawing it up, of which Jefferson was the chairman. The style of the document—and this is especially true of the original version—is very similar to that of *Common Sense*; and contrasts strongly with the confused and labored prolixity so frequent in Jefferson's writings. Moreover, the fierce denunciation of slavery and the slave-trade, found in the original version, could hardly have originated with the slave-holding Jefferson, but might easily have been written by the author of *African Slavery in America*. That Paine had a hand in this slavery clause is pretty certain; and the whole Declaration is, at the very least, permeated by his ideas.

Shortly after the Declaration had been signed, the British landed on Staten Island, captured New York, and menaced Philadelphia, the continental capital. Washington was in despair. But

Paine, who had been fighting and suffering as a common soldier, was equal to the emergency. On December 23, 1776, he produced the *Crisis*—the first of a series of pamphlets under that name. It was read at the head of every regiment, and aroused tremendous enthusiasm. Two days later, on Christmas night, Washington crossed the ice-filled Delaware with his re-inspired army and captured the Hessians at Trenton, where, standing over the dead body of the Hessian commander, he confessed the might of Thomas Paine's pen. This victory, followed closely by that at Princeton, completely restored the spirits of the patriots.

From that time to the end of the war, Paine was constantly serving his country; and, at every opportunity, a new *Crisis* (there were sixteen in all) sprang into being to reanimate the flagging energies of the patriots. Even his hostile biographer, Cheetham, states that, to the continental army, "his pen was an appendage almost as necessary and formidable as its cannon." But his aid was not confined to literary work alone. When, in June, 1780, not a cent was in the treasury for Washington's starving soldiers—when ruin stared the new-born republic in the face—Thomas Paine, after reading to the congress an appealing letter from Washington, and looking at the blank faces around him, proposed a subscription and offered to begin it with \$500 in hard cash. His example fired the other delegates; enough was raised, and the country again was saved.

At the close of the Revolution, Paine stood with Washington and Franklin in the popular estimation. But he determined to leave America. It had attained its independence; he desired that all the world should be in the same condition: in his own words, "Where freedom is not, there is my home." He desired to destroy monarchy, and determined to take up the work which *Junius* had laid down. In England he published a few pamphlets, the most notable one being *Prospects on the Rubicon*, and superintended the structure of an iron bridge which he had invented. Then the

French Revolution broke out, and Paine who was intimate with many of its chief participants, hastened to Paris to assist in its development.

Shortly afterwards Burke published his *Reflections on the French Revolution*. Paine at once answered it by the first part of his *Rights of Man*, and exposed the defects and abuses of the vaunted English system of government. The book appeared in March, 1791. In the following May, Paine returned to Paris—just in time for the flight of Louis XVI., and the next morning placarded Paris with posters demanding the organization of a republic. In July he returned to England, and in February published the second part of *Rights of Man*.

Few books have ever raised such a commotion. The English government had looked upon the first part with furious disapproval; but when the second appeared their rage and terror knew no bounds. They endeavored to purchase the copyright or get control of its sale in some other way, but were unsuccessful. Within a year nearly two hundred thousand copies had been sold. The government was furious. "They saw," says Sherwin, "that it inculcated truths which they could not controvert; that it contained plans which, if adopted, would benefit at least nine-tenths of the community." Accordingly they resolved to suppress it. Every bookseller who sold it was outrageously persecuted, and Paine himself was compelled to fly for his life to France.

Rights of Man, in addition to refuting Burke's slanders, was a continuation of the republican principles which Paine had previously expressed. Its logic was irresistible: Pitt himself had to admit this. The Government could answer Paine only by prosecutions, imprecations and burnings in effigy—plain confessions of defeat. His ideas, says Conway, were "the earliest complete statement of republican principles;" they were pronounced to be the fundamental principles of the American Republic by Jefferson, Madison and Jackson—the three Presidents who, above all others, represented the repub-

lican idea which Paine was the first to ally with American independence. To them, therefore, we should turn for the original, genuine Jeffersonian Democracy.

When Paine arrived in France after his escape from England, he received a tremendous ovation. Four departments—Calais, Abbeville, Beauvais and Versailles—elected him deputy to the National Convention. That of Calais being the first presented, he accepted it. He and Condorcet drew up the masterful constitution of 1793, which would most certainly have provided France with good government, had not the ignorance of the people, the treachery of the king, and the exasperation produced by the conduct of the emigres nobles and the great powers brought on the Reign of Terror. Paine was no more connected with the Jacobin atrocities than St. Peter with the massacre of St. Bartholomew's. The execution of the king he opposed with all his strength; but the populace refused to listen to reason, and Louis XVI was condemned to the guillotine.

The only result to Paine of his heroic conduct was that he was thrown into prison, where he stayed until the death of Robespierre. He had been sentenced to the guillotine, and escaped only by a mistake of the jailer. Meanwhile he published his "Age of Reason," of which it may be interesting to know that a somewhat expurgated edition of the first part was used in England as a tract against atheism. On his release from prison, at the end of the Reign of Terror, he accepted a unanimous invitation to resume his seat in the Convention. In 1798, Napoleon, who was preparing to invade England, secured the services of Paine to establish, after the conquest, a more popular form of government there. But the scheme did not materialize.

Paine, perceiving that Napoleon had practically overthrown republicanism, then resolved to return to the United States, and, refusing the offer of President Jefferson to go on a special warship, he landed at Baltimore on October 30, 1802. He was welcomed tumultu-

ously by his old friends, except a few whom his religious views had estranged; but the more violent of the Federalist journals declared that he should be hung on the same tree with Jefferson. From that time he lived in comparative retirement, rendered necessary by his ill-health, and died on June 8, 1809, at the age of seventy-two years. Ten years after, in 1819, his remains were removed to England by William Cobbett, on the ground that America had shown herself too ungrateful to retain them. His former grave, at New Rochelle, is marked by a magnificent stone monument, to which a large bronze bust of the author-hero has been added.

Thomas Paine's was an illustrious career. We have seen him rousing in the American colonists the idea of and hope of independence. We have seen him preventing, by purse and pen, any collapse of the patriot cause; defying the British government in the name of mankind; risking his life in the vain attempt to save a hostile king from the fury of the Jacobin mob. And, last of all—piteous spectacle!—we have seen him leaving France, overwhelmed by the belief that democracy was destroyed. Little did he know what a harvest would spring from his seeds!

Thomas Paine's was a glorious work. He gave to the world the principle that every man has, from his own nature, certain inalienable rights, and that government should be limited to the protection of those rights—that governments were made for man, not man for governments. Thomas Paine formulated the first practical system of true democratic government. He worked for humanity alone: at so low a price did he sell *Common Sense* and the *Crisis* that, in spite of their enormous sale, he got greatly in debt through them. His relation to the United States can be best stated in the words of Andrew Jackson: "Thomas Paine needs no monument made with hands; he has erected a monument in the hearts of all lovers of liberty." Europe, where he thought he had failed, is permeated with his ideas: every government in it, except Russia and Turkey, is closely modeled on his plans. And England, his birthplace, towards whom his affections were always directed, has pushed on step by step towards his reforms, until Disraeli said to Gladstone: "How does your reform government differ from that of Thomas Paine, except that the sovereign is left in name?" and the great premier made no reply. He could not.

AMONG THE FACULTY

Professor Herman Schumacher, the first man to fill the Kaiser Wilhelm professorship of German institutions and history at Columbia University, has arrived in this country. Prof. Schumacher is from Bonn University, where he has the chair of political economy. During the academic year he will lecture four times a week in English on the development of German commerce, industries and the German banking system.

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Professor L. I. Blake of the University of Kansas has sent his resignation to the regents of that institution as head of the department of physics, a position he has held for many years. The step is taken on account of ill health. Prof. Blake has

been away for more than a year on a leave of absence, but his health has not been improved. He has been spending the time at his old home in Boston, and has devoted some time to his submarine signalling apparatus, which has proved a great success and has been adopted by many countries of the world. Prof. Blake has been with the University of Kansas for many years, and Blake hall, the home of the physics department of the institution, is named for him. He is one of the most widely known educators in the West, and his departure will create a faculty vacancy that will be most difficult to fill.

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Three University of Chicago profes-

sors have gone to Mexico to search for a rare species of moss which grows near the craters of extinct volcanoes. They hope to make important botanical discoveries, and will devote thirty days to their research of the country in the vicinity of Jalapa. The professors are T. C. Chamberlain, C. R. Barnes, and W. J. G. Land. The expedition is financed by the Botanical Society of America and by the following railroads: Missouri Pacific, Texas Pacific, International and Great Northern, and the International Railway Company of Mexico.

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Dr. Harry C. Jones, professor of physical chemistry at the Johns Hopkins University, is preparing a monograph which will appear in book form about the middle of the fall. It is the compilation of the results of investigations carried on by him and his assistant, Dr. Horace S. Uhler, now an instructor in physics at Yale University, concerning the hydrate problem. These experiments have been carried on in the chemical laboratory of the Hopkins during the last three years on a grant from the Carnegie Institution.

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Dr. W. C. Farabee of the anthropological department at Harvard University, with three students, will next year conduct a research expedition about the headwaters of the Amazon river in South America. For a time a base will be established at Arequipa, Peru. The party will be gone about three years.

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Rev. Dr. William R. Wilson, pastor of the First United Presbyterian Church of Carnegie, has been elected to the chair of homiletics and pastoral theology at the Allegheny Theological Seminary of the United Presbyterian denomination.

Rev. Dr. Wilson has been in the ministry 17 years. He is one of the most prominent members of the Monogahela presbytery and his election meets with universal approval. He was born at Fair Haven, O., was graduated at Washington-Jefferson College in the class of '86, and the Allegheny Seminary in '89. He

has held pastorates at Espyville, Mercer, Twelfth Church, Allegheny, and three years ago was called to Carnegie.

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Instructor T. M. Taylor of the department of chemistry in Oberlin College, has accepted a position with the Carnegie Technical Schools of Pittsburg. Since 1901 he has been engaged at Oberlin as instructor in chemistry, and during this time has been engaged in practical work, being interested in various improvements in the methods of chemical manufacture. He has also done considerable assaying.

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Professor Frank Hamsher, for several years head of the preparatory department at the University of Illinois, is the new principal at Smith Academy, St. Louis. He succeeds the late Professor Charles P. Curd, whose death occurred last spring.

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Professor H. M. Cottrell, formerly of the Kansas Agricultural College, has been placed at the head of the animal industry department of the Colorado Agricultural College at Fort Collins.

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Professor Zepheniah Hopper, of Philadelphia, has begun his sixty-third year as an instructor in the Central High School of that city. He recently celebrated his 82d birthday, and is still active and alert. He graduated with the first class of the high school in which he is now instructor, in 1842, and two years later began to teach mathematics.

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Rev. John K. Morley, president of Fargo College, Fargo, North Dakota, has accepted a call to a Springfield, Vt., Congregational church.

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General James A. Beaver, the president of the Board of Trustees of Pennsylvania State College, has been requested to act as president of the college for the time being, and has signified his willingness to do so. Dr. Judson P. Welsh, formerly principal of the

Bloomsburg State Normal School, has been elected vice president and financial agent of the college, and also registrar.

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Professor C. Larsen, formerly associate professor in the dairy department of the Iowa State College, at Ames, Iowa, will have charge of that department in the Agricultural College of Utah at Logan this year.

Professor Larsen came to America from Denmark fifteen years ago, going to Iowa where he secured work. A few years later he entered the Iowa college. Before finishing his course at the college he had become instructor in the laboratory of the dairy department and upon graduating in 1902 was made a regular instructor. From this position he worked up until the title of associate professor was earned.

Professor Larsen went to Massachusetts in 1901, where he was appointed instructor in a special class in dairy work at the Amherst Agricultural College. He is joint author with Professor G. L. McKay of a text book entitled, "Principles of Butter Making." He is a contributor to the Pacific Dairy Review, Chicago Dairy Produce and New York Produce Review.

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Dr. E. T. Reed, former president of Buena Vista College, Storm Lake, Iowa, has been elected president of Lenox College, Hopkinton, Iowa. Dr. Reed is a graduate of Parsons College, Iowa, and of McCormick Theological Seminary, graduating from the latter in 1888.

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Dr. James Wallace, president of MacAlester College, St. Paul, Minn., has accepted an offer to teach Greek new testament temporarily at the W. W. White Bible School at Montclare, N. J.

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The trustees of the Rhodes scholarship fund of London, Eng., have requested Dr. Edmund J. James, president of the University of Illinois, to act as chairman of the committee of the Rhodes scholarship trust for the State of Illi-

nois. Dr. James has been much interested in the work of the trust and has endeavored to interest colleges and universities in the ideas which underlie the gift of Cecil Rhodes. He will do all he can to acquaint the college men of Illinois with the opportunities offered by these scholarships.

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Professor Lowell B. Judson has accepted the position of assistant professor of horticulture at Cornell University, New York.

Professor Judson is a native of Lansing, Mich., born in 1877. He remained in the schools of Lansing until he had completed the eighth grade. His preparatory work was taken at Olivet College, Michigan, a Congregational school. For two years he was at Northwestern University, Evanston, Ill., going thence to Harvard, where he was graduated in the full course in two years, receiving his diploma in 1900, with the degree of A. B.

In January, 1903, he was elected professor of horticulture in the University of Idaho, to fill the vacancy caused by the resignation of Prof. F. B. Huntley, now state horticultural inspector for Washington.

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The Rev. N. P. Simonsen of Wau-paca, Wis., has been elected president of the Luther College Association, conducting Luther College in Racine, Wis. The College Association was organized but a few years ago by ministers and members of Danish Lutheran churches of the Northwest and has met with marked success.

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Dr. Franklin B. Gault, formerly president of Whitworth College, Tacoma, Wash., has been elected president of the University of South Dakota.

Dr. Lillian Wyckoff Johnson because of insomnia has resigned the presidency of the Western College for Women at Oxford, Ohio. Dr. Johnson is well known as an educator. She has studied in the University of Michigan, at Cornell, in the Sorbonne at Paris and in

Germany, and has been instructor at Vassar and professor of history in the University of Tennessee. Miss Johnson was born at Memphis in 1864. She is a member of the American Historical Association, and holds honorary membership in the Vassar Alumnae Historical Association, the Daughters of the American Revolution and the United Daughters of the Confederacy.

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Dr. James R. L. Diggs, of the Virginia Union University, of Richmond, has been elected president of the Kentucky State University.

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Rev. F. G. Golden, member of the North Georgia conference and recent pastor of the South Baldwin circuit, has been elected president of Hutchinson Collegiate Institute, at Whitesburg, Ga.

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Acting on the recommendation of the executive committee, the Board of Directors of Butler College, Irvington, Ind., have elected Prof. Scot Butler president of the college for the ensuing year. President Butler will have charge of the Latin department and he will have an assistant who will take charge of beginners. John S. Kenyon of Harvard University was elected head of the English department.

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Chancellor Henry A. Buchtel of the University of Denver, has been selected to be Republican candidate for governor of Colorado, vice Philip Stewart, resigned.

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Rev. Richard Hastings, M. A., has accepted the presidency of Straight University, New Orleans. He succeeds Professor Oscar Atwood, M. A., who resigned the presidency at the close of the last season. Professor Hastings is a graduate of Hamilton College and Auburn Theological Seminary. He recent-

ly returned from Ceylon, India, where for seven years he was President of Jaffna College, operated under the American Missionary Board.

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Dr. Kuno Fischer, the famous professor of philosophy at Heidelberg University, has retired on the ground of ill-health.

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George W. Neal, late professor of Indianola College, has accepted the deanship and chair of languages in Arkansas Cumberland College, at Clarksville. Dr. Neal is a post-graduate of the University of Arkansas, at which he received the degree of Ph. D.

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Professor H. M. Bowman, head of the department of political science at Dartmouth College, has resigned to accept a position as political editor of the New York Globe. His successor has not yet been appointed.

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Dr. S. D. Fess, of the University of Chicago, has been elected president of Antioch College, Yellow Springs, Ohio. Dr. Fess is a well known educator and lecturer, and in addition to his chair at the University of Chicago, is the editor of "World's Events."

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The Indiana State Board of Education has appointed Demarthus C. Brown of the faculty of Butler College as State librarian.

Mr. Brown succeeds to the place recently vacated by William E. Henry, who went to Seattle, Wash., to take up library work.

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Dr. Amos A. Kiehle, after more than twenty-five years' service as pastor of Calvary Presbyterian Church of Milwaukee, has resigned to become professor in Carroll College, Waukesha, Wis.

DOES IT PAY TO GO TO COLLEGE

The college season is again approaching and the annual exodus of young men and young women to the schools of higher learning will soon begin. In many households the time worn question, "Does a college education pay?" has become a new and vital one. It has been asked and answered many times by many different men and from many different points of view, each time to be repeated with the returning fall, when, at the family council, it is debated whether or not to send Henry to college.

Each individual case will be settled according to the circumstances which surround that particular case, and the decision will be governed in part by what the people concerned consider adequate "pay," what the object of the education may be and a thousand and one matters pertinent to the young man in question. In his case it may be primarily one of ability to meet the expense. No attempt can or would be made by anyone else to decide the matter for him, but when the question becomes an abstract proposition and is considered in its relation to social economy, it is a subject for universal consideration.

Thorough business men are sometimes disposed to make sport of the young college graduate's self-conceit and lack of practical business knowledge. Leading educators, on the other hand, make a strong showing, backed by statistics and corroborating detail, to prove that a college education is the best foundation in all the work of life. The subject has been discussed, probably, since men of education first left the cloisters and went out into the world.

"President Nicholas Murray Butler, of Columbia University, presents this brief for the college man:

"No doubt there are many who believe a college education is a hindrance to the necessary business wisdom of the age. There are merchants down town who will tell you how they started at

ten or fourteen to sweep out the office and rose by virtues and industry to become members of the firm. This is true. But you follow the career of the office boy who began his utilitarian studies with a broom, and the college boy who began with his books, and you will find that when the office boy reaches thirty he is still an employee, whereas the college graduate is probably at the age his employer.

"Statistics show that out of 10,000 successful men in the world, taken in all classes of life, 8,000 are college graduates. Look at the tremendous increase of educational effort all over the United States in the last few years. Why, I have parents come to me with tears in their eyes and ask me to tell them how they can get their boys through college with only the small sum of money they can afford to do it with. Even your self-made man isn't satisfied unless his son can go to college."

One answer to the question as to whether a college education pays is to point to the ever-increasing number of colleges and their larger matriculation lists each year. Evidently people in the majority of cases believe it does pay or the colleges would cease to show growth and prosperity as they do. The hankering after adornment on the part of those who go to college for adornment only would not sustain the showing made in this respect. While only a comparatively small per cent. of the high school graduates go to college, it is unfair to hold this up as an indication that only a small per cent. of them believe a college education pays. It is too often a matter of dollars and cents, where the spirit is only too willing but the purse is weak.

Another answer is to point to the career of those who have had the college training, and here the evidence is not so clear, inasmuch as it all depends upon what the college man chooses for

his life work and whether the training he has received is of assistance to him in his chosen field. In the professions it is agreed that the college training is essential, but in business there is still a wide divergence of opinion as to its real value, many men of equally successful experience holding diametrically opposed views. By the majority, however, it seems to be the opinion that an education is a good thing, even in business, and it is admitted by those who don't consider it essential, that it doesn't at most, do any harm.

It is to be noted that in all of these views the matter is looked upon almost entirely as to its bearing on the earning capacity of the individual and nothing is said as to the effect on his happiness or on society at large. It is evidently taken for granted that the principal object in life is to get rich or at least to lay by a competence.

If education in itself is considered essential, and of vital importance to the stability of government and the general uplifting of the race, it ought to follow that the higher the standard of intelli-

gence among the people the higher their civilization and the higher the moral tone of the community. The answer to the question then becomes simple.

The argument often advanced by those who do not espouse the cause of the college on the ground that it makes people discontented, deserves a good deal of censure. It assumes that a condition of ignorance and subdued ambition is best for the majority. That is the Russian autocracy's idea. It ignores that discontent is the lever of the world's progress; that the discontent which follows a realization of all the possibilities that lie within range of human power is a healthy discontent and is the potent factor in every step toward that pinnacle of perfection which man hopes some day to attain.

So far as it may affect the individual and through him society in general an affirmative answer seems to be the only logical one that can be given. If one can afford it, then, by all means go to college. If not for your own sake then for the sake of that duty which you owe to your country and to the world.

REALISM

The term "realism" is used in a variety of meanings. It is used:

1. As opposed to conventionalism. This applies particularly to drawing and painting. There are certain conventional ways of painting leaves, sunsets, and animals, ways that have prevailed almost since the beginning of art. Now the realist steps in and says: "Hold!" These things are not as art delineates them, and truth demands that they be depicted exactly as they are. This conflict of Realism and Conventionalism enters into fiction also, but not to the extent that it does into the other forms of art.

2. A second usage of the term is as opposed to idealism, the effort to portray the highest possible type of any object by eliminating all its frailties and imperfections.

3. And finally Realism is used as opposed to the unusual, the extraordinary and imaginative. Instead of setting forth events and characters which are exceedingly common and of ordinary occurrence, the Romanticist seeks for that which is unusual and uncommon. This tendency the Realist combats, and holds that literature, in all its forms, but especially in that of fiction, should unceasingly "hold the mirror up to nature."

Such, in brief, are the current interpretations put on the work, and it is therefore necessary in discussing this subject to have the terms strictly defined.

Now there are certain standing criticisms of Realism, and critics of great repute have ardently taken sides for and against it. Perhaps the keenest opponent of the school, the one who has most concisely and aptly stated the ob-

jections against it is Robert Louis Stevenson. Stevenson emphasizes especially one point: "Realism aims to reproduce life in all its detail. It tries to compete with a photograph and this it cannot do." Indeed, art is selective. The true artist is he who can pick out the essential and typical in what he sees and weaving them together in a gracious and beautiful style, bring forth a production that is truly literature. To examine human life microscopically and then reproduce with "dry-as-dust" fidelity is fatal to the artistic in literature.

"Moreover," say the critics, "Realism makes a deliberate choice of the purely commonplace, and are we not sufficiently afflicted with the commonplace in our own daily lives that we should not seek for it in literature?"

But the great objection, as the Romanticists would have it, to the whole realistic philosophy of fiction is that it chooses for its themes that which is unpleasant and evil. Now this criticism is certainly true, and the reason for it is not far to seek. The commonplace which the Realist chooses is to the most of us exceedingly dry and uninteresting, hence, in order to lend an interest to his work apart from the beauty of style, the novelist of this school is very likely to choose for his material that which is wicked and evil. The realistic novelist, says a reviewer in the *New York Evening Post*, aims to recall a menagerie at feeding time. And to a large extent it is true.

We have thus briefly passed in review the current criticisms of realism, and it must be admitted that there is in every one of them an element of truth. But it is easy to exaggerate, and it is doubly easy to get a one-sided and near-

sighted view. Realism has many and great merits even if it does not, to quote Professor Bliss Perry's definition of it, "shrink from the commonplace or the unpleasant in its endeavor to depict things as they are, life as it is." What are a few of these merits?

First, it calls attention to the immense importance of seemingly trivial things and the absorbing interest of human character apart from showy achievements or romantic background. This is in accordance with democracy, which makes every man stand on his own merits. It is in accordance, also, with Christianity which deals with man as a man and not as a creature of fortune or of favor.

And, secondly, Realism prevents undue sentimentality, false ideas, or perverted or morbid ideals by constantly recalling to us what we are. It keeps us down to earth when we would fly without wings and it checks disastrous ventures into fields whereof we know nothing.

These are great merits truly, and they certainly balance if they do not outweigh the criticism against it.

I have endeavored to present the meaning of this word Realism. I have endeavored to bring out the current criticism against it and some of the unpleasant features. On the one hand we have its vain attempt to portray life in all its infinite detail, its deliberate choice of the commonplace, and its tendency to prefer the wicked and vicious to the pure and noble; on the other hand we have its invaluable service in emphasizing the importance of the little things of life and its work as a bulwark against a flood of mawkish sentimentality.

GENERAL COLLEGE NEWS

The magnificent new buildings of the Harvard Medical School were dedicated last month. The exercises were held on the terrace in front of the administration building, on Longwood avenue, in the Fenway. This group of beautiful white marble buildings is the largest single addition to the resources of Harvard in the history of the university.

Nearly \$4,000,000 has been expended on the various new buildings. The new medical school at present consists of a central administration building, with four subordinate buildings surrounding three sides of a large court. Each of the four subordinate buildings is devoted to a large branch of medical science, and each consists of two wings joined by an auditorium, thus surrounding three sides of a small court.

A power plant, 100 yards away from the main group of buildings, is the only other building at present erected. From this power plant comes all the light, all the heating and the refrigerating, which latter is an important aid in some portions of a medical curriculum, and all the ventilating machinery, which has been very carefully arranged.

Each of the buildings has four stories, with two spacious elevators in each building, the construction being of the best type of the modern fireproof building. Arrangements have been made for ready access to all pipes, conduits, etc., of which there are many, in which are the wires, tubes, etc., of the latest labor-saving appliances in office practice, connecting each unit in the school more or less intimately with every other.

The will of the late Edward H. Dunn, former president of the Boston University corporation, left \$120,000 of his estate to the University. The books and bookcase of the testator are given to the trustees of Boston University with the provision that they are to be kept in the

reception room of the school of theology.

The first bequest of \$60,000 to the trustees of Boston University is to provide for the establishment of a professorship in the institution in memory of the testator's son, Danforth Richardson Dunn. The will provides that the second bequest of \$60,000 to the trustees of Boston University for the general uses of the institution shall include \$10,000 which has already been given by the testator toward an endowment for the university so that this bequest in reality amounts to \$50,000.

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The Columbia Conference of the Swedish Lutheran Augustana Synod has decided to locate its proposed college at Coeur d'Alene, Idaho. That city made an offer of ten acres of land and a bonus of \$25,000, provided the conference would raise \$75,000 more.

A wealthy member of the church, whose name is withheld for the present, offered to subscribe \$100,000 on condition that the college should bear his name and his offer was accepted. It is intended to have the college buildings erected the coming year and actual work will begin next September. Rev. J. Jespersen, of Spokane, was elected president of the college for the coming year.

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The main building of the State University of Missouri, Columbia, Mo., was recently broken into and robbed of goods valued at \$1,000 or \$1,200.

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A resolution was adopted unanimously at the Congregational ministers' meeting in Chicago asking the authorities of Andover Theological Seminary, Andover, Mass., to call a national conference of Congregational officers and educators to consider the advisability of moving the seminary to Chicago. It was said that while the seminary has an endowment of

\$1,000,000, it has but thirty students, showing that it has outlived its usefulness in New England.

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The Catholic University of America at Washington has received \$29,326.07 from the estate of Charles A. Hoyt, being the bequest left by Mr. Hoyt in his will. The university also acknowledges the receipt, through Cardinal Gibbons, of \$5,000 from T. H. Schriver, of Union Mills, Md. During the last year the fund known as the cardinals' collection for the Catholic University was increased by \$56,443.13. This fund was raised by Cardinal Gibbons. It has now reached a total of \$139,386.93, all raised since the failure of Thomas E. Waggaman.

The university has also received from the authorities of the St. Louis Exposition the large gold medal awarded to the school of the social sciences for its exhibit of the charitable work of the Catholic Church in the United States. This unique exhibit was the work of two of the professors of the university, the Rev. Dr. William J. Kerby, professor of sociology, and Charles P. Neill, then professor of political economy, now United States Commissioner of Labor.

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Dr. H. C. Evans, president of Texas Presbyterian College for Girls, has let the contract for a new twelve-room dormitory. This building will have all modern conveniences and will accommodate twenty-four students. This college is the property of the Presbyterian Church and is controlled by the synod of Texas.

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At a meeting of the trustees of the Presbyterian Bible chair at the University of Kansas, plans were made for the erection of a \$42,000 building as a home for the work the Presbyterians are carrying on among the students of the university. A man, who did not want his name made public, has offered to give \$12,000 for this purpose if the trustees will raise an additional \$30,000. The trustees appointed a committee to raise

the necessary funds and will lay the matter before the next synod of the church.

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The will of former Governor Aaron T. Bliss, of Michigan, which has been made public, makes bequests aggregating \$65,000 to education and other institutions, as follows: Albion College, \$30,000; Alma College, \$10,000; Old Ladies' Home of Oneida, N. Y., \$5,000, and the City of Saginaw \$20,000 for the beautification of Bliss Park.

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The new annex of the University of Aberdeen, Scotland, a splendid granite structure erected at a cost of \$1,250,000, was opened by King Edward last month in the presence of hundreds of learned men from America and elsewhere who are participating in the commemoration of the four hundredth anniversary of the university. Thousands of visitors from all parts of the kingdom attended the ceremonies. The city was lavishly decorated. The king, who was accompanied by Queen Alexandria, expressed his pleasure over the fact that so many distinguished foreigners were taking part in the celebration.

The degree of doctor of laws was bestowed upon Professor M. B. Anderson of Leland Stanford University; Professor F. W. Clarke of Washington, D. C.; Professor Arnold Hague of Washington, D. C.; Professor H. A. Kelly of Johns Hopkins University, Professor Charles R. Lanman of Harvard University, Professor Thomas R. Lounsbury of Yale University and Dr. James W. White of Philadelphia.

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Francis T. White, of New York, who in the past few years has given \$75,000 to Earlham College, Richmond, Ind., the amount constituting the Francis T. White endowment fund, has further increased his donation by giving \$25,000 additional.

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It is reported that Carroll College, Waukesha, Wis., is to have a new chapel, to be erected by a citizen of Wisconsin.

the details of which President Carrier is not ready to make public.

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A music department has been added to the curriculum at St. Louis University. Instructions on the violin, 'cello, mandolin, guitar and piano will be given to those who desire a knowledge of the fine art as well as a collegiate course.

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The annual report of Treasurer Lee McCluny of Yale University, recently issued shows that the university is out of debt for the first time in decades, having a surplus of \$62,000.

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It is announced that Anthony H. Wahlburg, of Cincinnati, has sent the Catholic University of America, Washington, D. C., another donation of \$15,000 toward the establishment of a German chair in the college. Within the past two years Father Wahlburg has given the university \$30,000, and it is expected that within a similar period he will complete the \$50,000 necessary to establish the chair.

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The will of W. Moses Willner, which has just been filed for probate, bequeathing \$100,000 to the Chicago Academy of Sciences, recalls the fact that the academy is one of the oldest of the so-called "learned societies" of the city. The Academy Building is located in Lincoln Park, and its rooms are well filled with an excellent collection of the natural history of the North American continent. Classes from the public schools, under the leadership of teachers, resort to the academy for the study of natural objects, and the officers of the institution accompany them and give all the help desired. During the school year, weekly popular lectures are given in the assembly-room, open to all who wish to attend, and especially addressed to the capacities and requirements of the young.

All the work of the academy has to be done by a small working force, because of the fact that the income of the institution is only about \$500 a year. Heretofore

wealthy persons have not appeared to be aware of the existence of the Chicago Academy of Sciences and its various merits, but possibly the bequest of Mr. Willner will serve to call the attention of devisors to the institution.

The academy was organized in 1857, leading citizens becoming its supporters by subscribing for life memberships at \$500 each. The building first was located in Wabash avenue, near Van Buren street, but the great fire swept away its property. In 1900 the late Matthew Laflin offered the trustees of the academy \$75,000, conditioned on the erection of a fire-proof museum in Lincoln Park that should bear his name. The park commissioners gave an additional \$25,000, with the provision that the museum should contain rooms suitable for their offices. With these funds the Chicago Academy of Sciences was established in its present location, and it has become one of the notable institutions of the city.

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The corner stone of Tennessee College, Mufreesboro, Tenn., was laid on September 11th, with imposing ceremonies. The new school is being erected as a college for young ladies. The building will cost \$45,000, and when completed upon the sixteen-acre campus, upon which it is located, will be one of the handsomest institutions of its kind in the South.

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Elmer L. Corthell, of New York City, has notified President Faunce of Brown University that he has made provision in his will that his entire scientific library of several thousand volumes is to become the property of the university. Mr. Corthell is a well known engineer. He was graduated at Brown University in 1867. He has one of the most valuable private scientific libraries in America.

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Mrs. Fox, of Muscatine, Iowa, has presented the National Memorial University, Mason City, Iowa, with \$25,000 for the daughters of veterans' building, which is costing \$50,000.

Hiram College, Hiram, Ohio, and Bethany College receive \$500 each by the will of Mrs. Drucilla Minser, of Ohio, who died recently.

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The library of Atlanta Theological Seminary now contains about 6,000 volumes. It is the largest collection of theological books in the southeast, and additions are being received weekly. The Library is also the designated depository for all data marking the development

of Congregational churches in the South. The Seminary has no endowment or funds with which to buy books. It is the only Theological College in the entire South maintained by the Congregational churches, and the only one of any denomination in Georgia, Florida, Alabama and Mississippi—a vast area, containing over seven millions of people. It is aided by the American Missionary Association, and is training ministers for the whites of the South.

ON STEVENSON

Somebody has said that "Stevenson was Stevenson and there one is inclined to leave it in despair of saying more." And surely it is baffling to attempt to deal with a creature seemingly so full of contradictions,—an invalid filled to the brim with life and vitality; a Scotchman, with a Scotchman's tenacity, clinging to ideals anything but Scotch; a man with few personal acquaintances, but with many friends whose faces he had never seen.

Yet if there be reasons for these contradictions, and reasons there certainly must be, the student of Stevenson is peculiarly fortunate in possessing an abundance of pleasant autobiographical material from which to draw. Few men have written so freely and so unreservedly of themselves and their emotions and experiences as has Robert Louis Stevenson; fewer still have succeeded in so doing without making the reader painfully aware of the proximity of an oppressive egotism. But Stevenson can chatter away about himself for hours with the most nonchalant air, apparently taking it for granted that everyone is interested in his affairs and doings; and, as it falls out, he is not often mistaken.

Robert Louis Stevenson was born in Edinburgh on the thirteenth of November, 1850. His father and grandfather, of whom he was deservedly proud, were famous engineers known particularly as light-house builders. In the volume of

poems called "Underwoods," Stevenson thus pays his tribute to them:

These are thy works, O father, these thy crown;
Whether on high the air be pure, they shine
Along the yellowing sunset, and all night
Among the unnumbered stars of God they shine;
Or whether fogs arise and far and wide
The low sea-level drown—each finds a tongue
And all night long the tolling bell resounds;
So shine, so toll, till night be overpast,
Till the stars vanish, till the sun return,
And in the haven rides the fleet secure.

In "A Child's Garden of Verses" Stevenson has given us a touching picture of his sickly childhood with its feverish dreams. "My childhood," he wrote to a friend shortly after the publication of this little volume, "was in reality a very mixed experience, full of fever, nightmare, and insomnia, painful days and interminable nights; and I can speak with less authority of 'Gardens' than of that other 'Land of Counterpane.' But to what end should we renew these sorrows?" This is the question that Stevenson asked throughout his whole life; "To what end should we renew these sorrows?" It explains his frank, cheerful optimism, the optimism that does not shut its eyes to the sorrowful, but looks through the cloud to the silver lining.

The world is so full of a number of things,
That I think we should all be as happy as kings,

exclaims the "mad little poet." And this, I think, is Stevenson's chief excuse for his optimism. The hosts of things in the world and the hosts of pictures sug-

gested by them to his vivid, well-nigh rampant imagination painted life for him in the most brilliant and fascinating colors.

It is hardly possible that the varied and romantic scenery of the old town of Edinburgh, its semi-cosmopolitan character, the frequent yet strange appearance of the tall, lank, stern Highlander wrapped in his gaudy plaid, could have failed to impress the imaginative lad and early to develop his innate love for the unusual and pictorial. "Picturesque Edinburgh" is Stevenson's tribute to his native city. It was there that he was educated at private schools, and later at the University.

Many of the essays in "Memories and Portraits" tell of his child life in the quaint old town,—such little things as "A Penny Plain and Twopence Colored." Others are full of reminiscences of his university days, of his truant habits and vagabond life, of the long lonely walks with two books in his pocket, one to read from, the other to write in. I will not quote the "sedulous ape"; the phrase is fast becoming hackneyed; suffice it to say that at the very outset Stevenson determined to devote himself to literary work and set about preparing himself for it.

He was to have studied for his father's calling, but, as that was distasteful to him in many ways, he finally compromised on the law and qualified for the Scots bar. His ill-health, however, prevented him from following this profession, and drove him to the south of France.

Say not of me that weakly I declined
The labors of my sires, and fled the sea,
The towers we founded and the lamps we lit,
To play at home with paper like a child.
But rather say: In the afternoon of time
A strenuous family dusted from its hands
The sand of granite, and beholding far
Along the sounding coast its pyramids
And tall memorials catch the dying sun,
Smiled with content, and to this childish task
Around the fire addressed the evening hours.

It was at this time that Stevenson wrote "Ordered South," one of the few things that even indirectly tell of his invalid life. In it there is a touch almost of impatient sadness, rare, indeed almost unparalleled in Stevenson. "Many a white town that sits far out on the pro-

montory, many a comely fold of wood on the mountain side, beckons and allures his imagination day after day, and is yet as inaccessible to his feet as the clefts and gorges of the clouds. . . . He will pray for Medea: when she comes let her either rejuvenate or slay."

But this feeling of despondency did not last long. His health improved and so did his spirits, lending a more cheerful tone to his first two books, "An Inland Voyage" and "Travels with a Donkey in Cevennes," such vivacious and joyous accounts of his wanderings that it seems incredible for them to have come from the pen of a confirmed invalid.

During these travels, and for the next four years, when he was often obliged to leave home for some more congenial climate, Stevenson wrote voluminously, though little of his work was published. But the few things he did publish attracted considerable attention. His account of his travels struck a new note, and the delightful, little idyl, "Will o' the Mill," puzzled and interested everybody.

From the time when Stevenson first left Scotland in 1873 until he landed at Samoa in 1888, he was forced continually to move from one place to another in search of health. In 1879 he came to the United States under rather peculiar and interesting circumstances. His family and friends all wished him to go again to the Continent, but Stevenson had determined to cross the Atlantic and nothing could move him. He was not overpowered even when a considerable part of his income was cut off, but embarked second class for New York. As the second cabin was in reality merely the more comfortable part of the steerage, Stevenson was thrown into the company of the ordinary emigrants. He recounts some of his experiences and impressions in a volume called "The Amateur Emigrant," one of the most interesting and human of his essays. One hardly gives Stevenson credit for much true sympathy, I think, until one has read "The Amateur Emigrant" and its continuation "Across the Plains." It is amazing to find what knowledge of character he gained from

sources where less observing men would have found nothing. He seemed to have the knack of drawing out the best that was in everyone, and so to crystallize the thoughts that the attraction is irresistible.

Not only was the ocean voyage that of the ordinary emigrant, but it was in an emigrant train that Stevenson crossed the country from New York to San Francisco—the journey that furnished the material for “Across the Plains.” In California Stevenson married Mrs. Osbourne, in spite of the anti-matrimonial views he set forth in “*Virginibus Puerisque*.” For some time after their marriage they remained in and about Monterey, the beautiful region described in “*The Silverado Squatters*.”

From this time on we have little direct autobiographical material, except in Stevenson's letters. His literary productions were mostly novels, affording of course small opportunity for the confidences so freely given by him in his essays. No doubt there is much that is reminiscent in his stories, such as the Parisian episodes in “*The Wrecker*,” but, without Stevenson's letters to guide us, it would be difficult to patch up the tale of his life. These letters, however, are remarkably full, so that the story goes on without a break.

Stevenson remained but a short time in the new land. There was something strange and not altogether pleasant about it for him. Even the sunrise, beautiful as it was, had not the soft yet brilliant coloring of the English dawn. The love for the old country was still strong in him, and before long he had returned to England, only, however, to be driven again to France. He made one last attempt to brave the British climate in 1885, and established himself at Bournemouth, where he called his house “*Skerryvore*.”

For love of lovely words, and for the sake
Of those, my kinsmen and my countrymen,
Who early and late in the windy ocean toiled
To plant a star for seamen where was then
The surfy haunt of seals and cormorants,
I on the lintel of this cot inscribe
The name of a strong tower.

It soon became evident, however, that Stevenson's frail constitution could never

endure the climate. Again he went to the United States, and, after spending some time in the Adirondacks, made a second visit to California. In the summer of 1888, while making a yachting cruise among the Pacific Islands, he became interested in the island of Samoa. The climate seemed to agree with him, and there he made his home for the rest of his life. With his love for names, Stevenson christened his new home “*Vailima*,” the Samoan word for “five streams.”

Thus from “*A Child's Garden of Verses*” through the “*Vailima Letters*” runs the tale of Stevenson's life. And by this I do not mean a mere conglomeration of dates and facts such as one finds in encyclopedias and works on English Literature, but something far more vital and interesting—a notion of what distinguishes this man from all others, his aims, his ideas, his manner, thoughts, and experiences, in short, all that goes to make up and to influence what is termed his personality.

It is the charm of this personality that has invaded everything Stevenson has written and made it indisputably “*Stevenson's*.” And perhaps the most striking things about it are its frank optimism and its curiosity.

“To be good and to make others happy” was Stevenson's motto, and, if he has even in a small measure accomplished his purpose, surely we should not complain. It seems little less than a miracle that a man whose life was a continual struggle for existence should have kept his youthful, happy spirit to the end. Yet, paradoxical as it may seem, it was this very ill-health, I think, that made Stevenson look on the bright side of things. He watched the drama of the world from afar, eager yet unable to take his place among the actors, but, by this very separation, seeing all that was best and brightest in the pageant, and spared the dingy gloom behind the scenes.

To be sure, as time went on and some of the glamour wore away, the dark side of life thrust itself upon his notice. But, though he was conscious of all the darkness, he never ceased to be the apostle

of light, for "it is a shaggy world and yet studded with gardens."

"And as we dwell, living things, in our isle of terror and under the imminent hand of death, God forbid it should be the man erected, the reasoner, the wise in his own eyes—God forbid it should be the man that wearies in well-doing, that despairs of unrewarded effort, or utters the language of complaint. Let it be enough for faith that the whole creation groans in mortal frailty, strives with unconquerable constancy—surely not all in vain."

In the drawing of his evil characters Stevenson exemplified his tendency toward an optimistic view of life. Even his worst characters have their better side. It is for this reason that the people in his novels, wicked as they may be, rarely arouse hatred. He judges a man not so much by his acts as by his motives, usually so much better; and unconsciously his readers do likewise. There is something in the dashing courage and ambition of the handsome Master of Ballantrae that partly atones for his evil deeds. One feels that if the spinning of the coin had but ordered things differently, and had not sent him to Prince Charlie's aid, the Master might not have been the villain after all.

For his own part, Stevenson does not at all find it a task to be happy. "To be truly happy," he says, "is a question of how we begin, and not of how we end; of what we want, and not of what we have. An aspiration is a joy forever, a possession as solid as a landed estate, a future which we can never exhaust, and which gives us year by year a revenue of pleasurable activity. To have many of these is to be spiritually rich. . . . Desire and curiosity are the two eyes through which he sees the world in the most enchanted colors; it is they that make women beautiful or fossils interesting; and the man may squander his estate and come to beggary, but if he keeps these two amulets, he is still rich in the possibilities of pleasure."

It seems as if Stevenson started out with this idea in mind when he wrote his stories. If "desire and curiosity" are the

means of obtaining happiness, he has certainly furnished plenty of material for these in his own works. Who has not wondered what it was that Eilly Bones had done, what were the crimes of the mysterious Captain Flint, what became of Long John, the one-legged cook, and the weak yet interesting Herrick? What strange feats would Secundra Dass and Attwater perform in years to come? If Treasure Island and the pearl-fisheries are ever found, what new tales will they tell? It is what Stevenson does not say rather than what he tells us that makes his novels so interesting.

If, then, "to make others happy" was Stevenson's aim in life, and "desire and curiosity" are the means to happiness, surely no one can say that he did not at least live up to his ideal. That ideal may not be the highest; but it surely is not the lowest, and, to use his own words, it is something to "live for an ideal, however misconceived."

When we bear this in mind, it is unfair, I think, to say that Stevenson gave all his attention to style and cared nothing for his subject matter. Perhaps he has laid himself open to the criticism because of the striking peculiarities of his style. For it is a peculiarity to be able to use words with as great accuracy and fitness, both in meaning and sound, as did Robert Louis Stevenson. But beyond this, there is little that can be said for his style, unless it be that the sentences are rhythmical, so rhythmical, indeed, that everything else is frequently sacrificed to rhythm. It was the sound of a word, phrase, or sentence that Stevenson cared for; and it was sound that guided him in choice and arrangement.

His plots are often carelessly, badly made, but the single scene that is small enough to catch the eye receives the same careful attention as the words. Seemingly fearful that some of its force may be lost if the reader is not prepared beforehand, Stevenson frequently prefaces a vivid scene with remarks of this sort:

"A few days after, there befell an accident which had nearly hanged us all."

"We were come to the most critical portion of our course, where we might

equally expect to fall into the hands of French or English, when a terrible calamity befell us."

"The mention of these rambles brings me to a strange scene, of which I was witness"—a frankness that would be a blemish in most styles.

The separate scenes, I have said, are vivid; such things as the duel between the Durie brothers in "The Master of Ballantrae" and the defense of the round-house in "Kidnapped." And on the face of things, Stevenson has endeavored in every way to make them so; one can almost see him pull the wires. But his skill in drawing character, is, I think, far greater. The thing is done so cleverly that one cannot lay his hand on anything and say: "This was written to show his bravery and conceit." Our attention is all occupied with the story, and we forget the actors. Yet the mere mention of the Master of Ballantrae, or Attwater, Secundra Dass, John Silver, Herrick, or Captain Davis, brings up a host of memories, oftentimes indistinct, to be sure, but nevertheless creating an atmosphere from which that name can never be separated. And Stevenson's powers in this line were stronger in writing his last published work, "The Ebb-Tide," than at any previous time. In this book all the actors, Herrick, Hurst, Davis, and Attwater are alike distinct and perfect characters in their way.

Indeed, it is safe to say that Stevenson at the time of his death had in no way done the best work of which he was capable. Up to the very end there was a steady improvement in his work. The last of the imitation, that began in university days, dies away in "Treasure Island," and from that time on he is distinctly Stevenson, and nothing else; his imagination was gradually brought down from heaven to earth, and from distant and romantic times and places to the present day; he had by degrees learned to blend the novels of incident

and character, still distinct in "The Wrecker" but closely united in "The Ebb-Tide." There is no backward step, and it is hard to feel that literature has not lost much by Stevenson's early death.

The end came suddenly, carrying him off from the midst of his work. He was buried on the top of a mountain, on the island of Samoa, far away from his native land, whither he had hoped in time to return.

Blows the wind today, and the sun and the
rain are flying—
Blows the wind on the moors today and now,
Where about the graves of the martyrs the
whaups are crying,
My heart remembers how!

Gray recumbent tombs of the dead in desert
places,
Standing stones on the vacant, wine-red
moor,
Hills of sheep, and the houses of the silent
vanished races
And winds austere and pure!

Be it granted to me to behold you again in
dying,
Hills of home! and to hear again the call—
Hear about the graves of the martyrs the
peewees crying,
And hear no more at all!

But if we are to follow Stevenson's teaching, we must look on the bright side of things, and it is well to remember that his death was such a one as he himself praises in "Aes Triplex":

"Does not life go down with a better grace foaming in full body over a precipice, than miserably struggling to an end in sandy deltas? When the Greeks made their fine saying that those whom the Gods love die young, I cannot help believing they had this sort of death also in their eye. Death has not been suffered to take so much as an illusion from his heart. In the hotfit of life, a-tip-toe on the highest point of being, he passes at a bound on to the other side. The noise of the mallet and chisel is scarcely quenched, and the trumpets are hardly done blowing, when, trailing with him clouds of glory, this happy-starred, full-blooded spirit shoots into the spiritual world."

OUTLINES

I. HANDS OF A WOMAN.

A sentimentalist has said that the most beautiful thoughts have never been expressed in words. This is almost a platitude to a large group of aspiring poets with tendencies towards hirsuteness, but it is a very sad reality to another unfortunate class of persons. Surely mutes who are unable to indulge in the verbal idiosyncrasies of a modern language feel the handicap of silence, for no thought of theirs is ever tinged with poetic inflection. Love, according to youth and other minor authorities, is a joy forever, or in other words, a thing of beauty. In its early stage half of the joy in those cooing, sentimental skirmish words, and later the other half of the beauty is in the actual wooing. Hence, think of a mute's dilemma when love trembles on his lips and the words won't fall off. Of course, the hypersensitive critic will say that the mute is not so unfortunate after all, as he has his hands. And it must be confessed here, that with a little experience or exercise, he may gesticulate a passionate plea with all the *savoir-faire* of the most careless summer man. But all such unnatural things have peculiar results and even this wooing *a la main* has its disadvantages. And there are records of this.

If silence is golden then Frederick Paulson was wealthy; you see, he was a mute. Frederick was young and handsome; he was also a slave to the demands of a poetic temperament. Of course he expected to be emancipated some time and so sought to earn his freedom by writing, in his younger days, sonnets and other less difficult verse to imaginary goddesses. However, it was only natural that later, he wished these parcels of femininity to be cousins, often removed, or memorial columns by which he should trace the development of his taste. But after having been tickled frequently by feminine caprice and in all probability by his own vanity, his heart,

following the economic trend of the day, began a centralization policy. It was not strange then that at the age of six and twenty this tall young man should fall deeply in love with a woman. Of course, in this respect he was doing nothing startling or original; he had only followed the fashion of sundry other gentlemen. This particular young lady instantly became his ideal; but history says he never described her in spoken words. Still Rumor, our own most worshipped feminine authority, gave her brown hair, languid eyes, a pink complexion and a pale name. But Lillian White, fortunately or unfortunately, as the reader may judge, was also a mute.

Never before or since has Rumor been so distressed; for while she eagerly followed their footsteps, she was unable to echo forth any quarrels during the days before Frederick hesitated to gesticulate. Indeed those days were quiet and peaceful, spent together on the sands of the ocean city. But though poets tell us of the unspoken love that sparkles in the eye, yet every girl expects a verbal proposal. Lillian was like other girls in this respect, and while she never hoped to *hear* his love, yet she did expect to see it on his fingers' ends. At last that eventful evening came. They had been out walking on the board-walk, when a convenient if somewhat sudden shower sent them home. Lillian found that her parents had retired early, so she and Frederick were sure of no interruption in the cottage parlor. They entered and sat down on separate chairs, for the faint light of a single kerosene lamp disclosed the absence of the proverbial sofa.

Like other proposals there was silence for a few minutes, then her hands began to be nervous, and she naively figured the conventional question—

"The weather is very bad tonight, isn't it?"

"Yes," was his reply laconic—after a poetic pause. Then by the way of em-

phasis he waited another moment, and began to move his fingers with Delsartean grace. "Lillian, I have wanted to show you something for a long while, but alas! (gesture of despair) the words are hard to form, you see—"

"Yes, I see," was her eager gesticulation. She looked at his fingers with passionate *abandon*.

"We have known each other for many months now, and in that time there has existed, I am sure, that silent sympathy which brings people close together." Fortunately, both he and she were unconscious of his humor.

He glanced at her hands and saw that unformed words were there; but he did not know it was only nervousness. Then he continued: "Somebody has said that sympathy is but a grain of love. Lillian, the few grains that I have had from you have sunk deep into my life, and tonight I want you to help me reap the harvest." She did not smile at his strange figures of speech, though they looked so peculiar to her: she loved him.

"When I met you in New York last winter, I knew then that I had found one with whom I could pass many hours in perfect communion. Here by the seashore, the gentle murmur of the ocean and the sight of the waves crested with silver have fostered my feelings toward you, until now, now, there seems to be something more in my life." His fingers stuttered with intensity. She sat there in silence; her blush was but a shade fainter than the light.

"Yes, Lillian," he resumed, "Something more has entered my life; often I sit with eyes closed and out of the depths of darkness an image bathed in the softest light is pictured before me. Can you not guess what I would say?"

She blushed more and lapped his fingers with her romantic glances. But he, he did not look at her, for he had closed his eyes and was evidently looking at the imaginary figure bathed in light rather than the real woman, who, if the truth be told, was almost enwrapped in darkness. To explain, the oil in the lamp became divorced from the wick on the grounds of non-support, and the light was flickering because of the separation. Of

course, she could not speak, and would she be so indelicate as to touch him, at this time of all others? And he, he went on fingering his sentimental chords with the ease of a Romeo.

"Oh, Lillian—how I love the name, for the name is but a symbol of yourself, and while I love the name, yet it is you I really love. Yes, I love you. Now with closed eyes I see your face light up with a smile of joy! Shall I look and see whether the picture is like the real? No; not yet. Speak to me and it shall seem as though the goddess speaks—Lillian, the goddess only smiles. Alas! I must open my eyes to *see* her answer."

He opened his eyes; the room was in darkness.

Of course, the most casual reader will see that from the dramatic point of view the story should end here; but while the writer is absolutely ignorant as to how the proposal was finished, he knows that Frederick Paulson, by reason of his odd wooing, was in a curious dilemma. Did she love him and was she modest; or did she put the light out to stop him?



II. BEFORE SHE HEARD LA TRAVIATA.

Place—In the drawing-room of a fashionable novel.

Time—An evening in January.

Characters—The woman we never meet and a man.

"Sorry to have kept you waiting, Mr. Struthers, and especially when I asked you to come early. You will forgive me, of course? Thanks. I received your card. I saw the New Year in at Tuxedo. What's the opera tonight? *Traviata*? Does Sembrich sing? I never liked that last act, so we can leave earlier and avoid that frightful crush. But I don't want to miss "*Ah, fors e lui*." No, we'll meet them at the box. You haven't seen him lately? Well, I suppose you knew he went bathing last summer and broke a rib. When a man in bathing is forcibly thrust against a post he *generally* breaks his Third Commandment. But then Mr. Livingston always was original. Mr. Blakeslee? Penetrating? Yes; a very penetrating instrument of torture—*l'ennuyeur comme il faut*. No;

Madge Spence. She wanted more than he could give, but, nevertheless, she took less than she wanted. I got a letter from her today. She always writes as though she were out of breath. It was only announced last Thursday. Oh, yes, she's very nice; too bad she carries her head as though she wore a *Roquefort* breast-pin. *La mere est tres savante*—writes for the *Theosophical Review* and *Mind*. It's the easiest thing in the world to criticise a subject which nobody knows anything about. Yes, of course. It would hurt a person's pride to disagree. Besides, it would be of no avail—like being witty to a deaf man. Why certainly; what's the use of being witty unless it is appreciated? That's why I always like to talk to you, Mr. Struthers. Oh, I don't flatter you; I only flatter those who cannot appreciate frankness. And we are always so frank. Do you think I am? I always try to be interesting. *Entre nous*, let me give you my secret formula: the way to get friends is to be interested in them, and the way to keep them is to get them interested in you. How do I do it? Well, do you think the latter element would be so hard? I simply puzzle them! That does seem contradictory, doesn't it? But then, frankness is very puzzling, because it is generally unexpected. The unexpected in woman always interests you men, *n'est-ce pas?* Besides frankness, I am a good conventional liar—that is, I am tactful. I never cut my nose off to hurt my feelings; though I often feel like it. Come nearer to the fire. Did you ever observe how often a thought is the mother-in-law of a deed? I could have risked indignation and eaten my maid tonight by the way she fixed this gown. Do you like it? *Redfern* generally fits better than this. But don't talk gowns; I hate conventional topics. I read your story in *Scribner's*. I don't know if I agree with your *denouement*. I think he should have told her that he loved her. It never happens, as you wrote it, in real life. Well, not so far as shown. You do? Tell me about it. He loved her? She was a society belle? How unfortunate! Yes, I know—people in society always pretend

they are thoroughly tired of it—that's part of the scheme of things. It is like married people who always say marriage is a failure. It may be because they know, but it's generally a confession of poor taste. But the fellow? I suppose he was a Gibson type, went to the opera on odd Mondays and was glad he didn't have to applaud Wagner, because it really bored him to death. He belonged to three or four fashionable clubs and smoked expensive cigars. No? Well, then the girl—was she a frivolous Huylerian devotee? Did gossip always credit her with catching engagement rings in her social merry-go-round? No; then, if she was more than that, why didn't he propose? Why certainly, tell me. Other people's love affairs are always interesting. *You* are the man? No wonder my delineation was wrong. Don't call yourself a fool; it would reflect on me and I won't agree *avec vous*. When a man tells a woman he has been a fool, he would be hurt if she said that she agreed with him. No, you should tell her. Even negation is better than uncertainty. You want my permission? How funny? Why, of course. I? I am the woman? You love me? And I detest Huylers. Then the story in *Scribner's* was both an autobiography and an *apologia*? Well, Mr. Struthers, let me think, let me think . . . Why am I looking so intently in the fire? I'll tell you: I was wondering if I could find an answer there. It's just a quotation from my favorite author: "Later we love the woman in a woman; but the first woman we love is the whole of womanhood." Do you believe it? Yes. Well, which stage are you at? A very satisfactory answer. I? Oh, I have had my little *affaires de coeur*, too—they have their advantages. I think I love you. Don't step on my train. *But* I have not quite decided if I want to marry—yet; even though my fling is almost over. Try and out-argue me, *voulez vous?* There's the carriage. Help me on with my cloak. Do you? I am so glad it isn't raining out. Well, isn't it a trifle premature? Oh, if you want to, I guess I wouldn't object. Only be careful—don't muss my hair."

AROUND THE CAMPUS

The honor system is to be tried at the University of California. The committee of students appointed has reported as being in favor of all students signing the following at the end of all examination papers: "I hereby pledge my honor that I have received no assistance from any other person during this examination." The students of the university will be called on to vote on this proposition in a short time.

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On account of race prejudice, the authorities of the Louisiana State University have refused admission to three Filipino students brought to this country by the United States Government to be educated in American institutions. W. A. Sutherland, of the bureau of insular affairs, who is superintendent of the Filipino students in this country, was anxious to have the students take an agricultural course, because agricultural conditions in Louisiana are similar to those in the Philippine islands. The university authorities, however, concluded that it would be unwise to take Filipinos on account of the race prejudice. The authorities believed the students would not allow the Filipinos at the university, even if they were allowed to enter.

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Work has been commenced on the restoration of St. John's chapel in St. Saviour's church, London, where John Harvard, founder of Harvard University, was christened and the body of his father lies buried. The work is undertaken by Harvard graduates, who raised \$12,500 for the purpose. When the work is completed the chapel will be known as the John Harvard Memorial chapel. The work will occupy six months.

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The Esperanto (universal language) congress which was recently held in Geneva, Switzerland, was reported as

highly successful. Its section dealt with extremely varied subjects. The Red Cross, temperance, socialism, chess, education, peace and the sciences were all discussed in Esperanto. The delegates from the United States were enthusiastic regarding the possibilities and usefulness of Esperanto in traveling. Professor A. N. Grilon, of Philadelphia, and Professor Huntington, of Harvard, actively participated in the debates. The Esperanto congress of 1907 will be held in England.

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Harvard University is going to have an unusual number of foreigners enrolled in the various departments this year. In this number will be the two Hindoos, the usual quota of Japanese, Canadians and Englishmen, and a number of Chinese. Of the 34 Chinese students who came to the Harvard summer school in July in charge of Dr. Charles D. Tenney, 16 will remain in this vicinity to take up work in Harvard University. Eight of these men will take courses in general sciences, seven will study political economy and government, departments in which Harvard has the reputation of being better equipped than any other university in the world, and one man will enter the medical school. The men who are to study political science will enter the Harvard law school at the close of their college course.

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Miss Harriett Stratton Ellis has been appointed by George Washington University to a position designated as advisor of women, in addition to that of instructor in English in Columbian College. It is stated that the university authorities attach considerable importance to this position on account of the fact that there are so many young women now enrolled in the college. Since the college was opened to them a few years ago the number of women students has steadily

increased, until last year there were about one hundred and forty enrolled. These students have distinctive interests, and the new appointment, it is stated, is a recognition by the institution of these interests and the administra-

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The regents of the University of Colorado have recently authorized a College of Commerce as a regular department of the university. It is established for the purpose of providing professional training for the practical demands of business.

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A chair in chemistry has been added to the University of Buffalo, and the incumbent will be Prof. Herbert M. Hill, city chemist of Buffalo. Prof. Hill has had charge for many years of the chemical course in the pharmaceutical department of the university. This last-named course requires students to attend lectures half a day every other day for two years. The new course will require attendance mornings and afternoons for six days a week through a period of three years, and students graduating in this course will receive the degree of analytical chemist.

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Tobacco users and theater goers among students of Syracuse University must pay full tuition, according to an order issued by Chancellor James R. Day when college opened for the fall term.

"Young men who can afford to pay for indulgences can afford to pay for their tuition and will receive no concessions from the faculty," said the chancellor. "Such students need not expect to be given scholarships. A young man who smokes is a fool, at least in that particular. He ought to take better care of his nerves and present a cleaner exhibit of himself."

The ban has been placed upon the scholastic bulldog for more than two years and that erstwhile boon companion of the struggling undergraduate is now relegated to other institutions of learning where he is still recognized and appreciated.

If President Day is determined to revolutionize modern college life he has taken the right way. The non-smoking student! How is such a thing possible? For generations the reeking pipe and callow cigarette have been the badge of college swaggerdom. They are the distinguishing hall mark of the 'varsity "man." They have the same intimate place in our educational system as the green sweater and the rah-rah trousers. How can Chancellor Day expect his young men to absorb the pearls of wisdom from his class room unless said young men are allowed to smoke, keep bulldogs and hoot at the broiler chorus? If the students are required to pay tuition they might as well go to some other college where the regulations place no inhibition upon those ancient student practices without which a college education is a barren waste.

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Professor Goldwin Smith some time ago formally willed his brain to Cornell University. Some remarkable brains have been sold, not given. An Englishman has disposed of his to an American university for \$10,000. He is a man of little education and for many years worked as a coal miner. He has a marvelous memory, especially for dates, and is now earning a good salary on the music hall stage.

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Heads were bruised, faces scratched and wrists and legs sprained in a fight between the freshmen and sophomores of the medical department of Purdue University, Indianapolis, Ind., and after the badly injured had been sent to their rooms for medical treatment the remaining freshmen were chained together and hurried through the principal streets. The freshmen got a tip that the sophomores would attack them and they assembled in a room in the institution and barricaded the doors. There were twenty-eight of them and the forty odd sophomores forced the door and the fight began. Freshman after freshman was overpowered and carried, bound hand

and foot, to the basement, where they were piled up on the floor till all had been captured. Four were so badly injured that they had to be sent to their rooms and a half-dozen others were badly bruised in the melee. When the last freshman was taken they were all bound together and paraded through the streets. Those who witnessed the fight say it was the fiercest they ever saw. Only because outnumbered were the freshmen beaten.

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Senator Beveridge of Indiana once entered a competitive examination for appointment to West Point and lost his opportunity for becoming a great soldier because he laughed at an inopportune moment in the examination and was fined several points for indecorous conduct.

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The Sigma Nus at Indiana University are to have a new chapter house costing \$20,000 exclusive of the lot.

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The Vossische Zeitung of Berlin has unearthed from the records of the University of Koenigsberg a full report of the "salary and emoluments" paid to the professor of metaphysics and logic, Immanuel Kant, at the time of his death, Feb. 12, 1804. Kant drew a salary in a three-fold capacity, as a professor ordinarius, as a senator, and as the senior of the philosophical faculty; and he was also entitled to "extraordinary" additional emoluments. The total income from these four sources was 749 thaler, 23 groschen, and 10 pfennigs. In addition, as professor of metaphysics and logic, he was entitled to 44 bushels of rye and 8 cords of wood.

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The new rules relative to the disqualification of students at Williams College for athletic and other organizations were drawn up before the close of last year by the Williams Athletic Council, and are included in the administrative rules. No student will be allowed to represent the college in any athletic, dramatic or musical organization as a member, sub-

stitute or officer if he is under discipline for irregularity in attendance or conduct, or if he has failed to complete twelve hours of college work during the previous semester.

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One feature which marked the beginning of the new college year at Brown University was the unveiling of a new statue of Augustus Cæsar, a gift of Moses B. I. Goddard to the university.

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Lord Kelvin once performed a daring experiment before a class of students. In the course of his lectures he said that while a voltage of 3,000 or so would be fatal to a man, a voltage of some 300,000 would be harmless. He was going to give a practical illustration on himself, but the students cried out, "Try it on a dog!" Lord Kelvin cast a look of reproach at his class. "Didn't I figure it out myself?" he said with magnificent self-confidence, as he walked to the apparatus and safely turned the tremendous voltage into himself.

■ ■ ■

Mrs. John D. Rockefeller gives a great deal of money to maintain the "Spellman Seminary" at Atlanta, Ga., which she and her sister, Miss Spellman, established and named for their mother. The Spellman Seminary is an institution where several hundred negro girls are instructed in industrial methods by which they may earn a living. They may graduate as trained nurses, dressmakers, cooks, housemaids and may also receive academic training which will fit them for teaching. The seminary is in the edge of the town, and the buildings, all similar in design and building material, are set in the midst of large and beautiful grounds. Flower-bordered drives and walks approach them, and a beautiful smooth campus is grass covered and shaded.

■ ■ ■

"Simplicity and truth, modesty of demeanor, and purity of life" is the phrase by which Secretary Bonaparte defines a gentleman. This is comprehensive and admirable, but a definition made not very

long ago by President Buckham of the University of Vermont is recalled to mind, and seems to us even better. "A gentleman is more thoughtful of others' privileges than of his own rights, more thoughtful of others' rights than of his own privileges." And yet accepting this latter definition as expressing all that the word should mean we ask on second thought, does it, or, if it does, do we know any gentleman, and are forced to admit that they are very few.

In society a gentleman is commonly supposed to be an individual with acceptable manners, one who presents a fairly creditable appearance and a demeanor unobtrusive in the world in which he moves—nothing more seems to be expected, and even this is more rare than would be supposed. A well-known society woman remarked the other day: "I can count the gentlemen of my acquaintance on the fingers of one hand." Possibly she had in mind Secretary Bonaparte's or even President Buckham's definition of the word, in which case her statement would not seem so severe.



While Harvard was dedicating its new medical school buildings the University of Aberdeen was celebrating the four hundredth anniversary of its foundation. Four hundred years seems a most respectable antiquity to Americans, but in reality Aberdeen is among the younger of the distinguished European universities. Just when Cambridge was founded

is a question for antiquarians to settle, but even if we doubt the accuracy of the statement that it dates as an organized seat of learning from the year 635 we know that it was the resort of scholars in those dim, dark days whose only records are scanty chronicles. Oxford claims more than 1,000 years of authentic history, and the University of Paris asserts seniority over Oxford. Bologna is almost twice the age of Aberdeen.



Though the Pi Eta Society of Harvard University is only forty years old this fall, and a young organization in comparison with some other clubs of Harvard, it is nevertheless a strong social factor. Its present clubhouse, formerly the Porter homestead, in Winthrop square, was purchased in 1893, and entirely renovated to suit the new demands, and in 1897 a commodious theatre adjoining the clubhouse was built. Properly to commemorate the fortieth anniversary, however, and partly to meet the growing requirements among the members for greater comfort and convenience, it is proposed to move away the old house and to build on its site a new and ampler house of brick with sandstone trimmings. The new house, which will be fifty-eight feet long by forty wide, will cost about \$35,000, and will be generally Colonial in style to harmonize with the other brick buildings in the college yard. A balustrade will surmount the roof on three sides.

FADS AND FANCIES OF THE COLLEGE MAN

That apparel oft proclaims the man, or the class to which the man belongs, is illustrated among the students of Harvard University. They have always taken a special pride in the distinctive character of their clothing. "College spirit" is a quality much more difficult to identify than "college style." It is a matter of common knowledge that college men can be distinguished by their dress.

There must always be some one pe-

culiarity about the collegiate get-up. This must be striking enough to excite remark. About it may be grouped as many other idiosyncrasies as the wearer may wish. At times, the insistence on this one peculiarity must be rather painful; for regardless of the personal equation in the matter, everybody has to wear the same thing.

Before President Roosevelt became associated with the fads and fancies of the great world; when, as editor on a

college magazine, no thought of attacking the spelling of his mother tongue had come to him, he was embellished with side whiskers. That was the "open sesame" of college gates in his day. True, whiskers have ceased to be an article of raiment since primeval man twisted his into a rude frock coat; but that was the keystone of the university fashion, you understand; not worn for convenience, but for effect. Add to that a white hat like an inverted bean pot, a pair of trousers with perfectly round legs, as though the wearer had stepped into two china umbrella stands, a dapper cane, and you have the Harvard Chesterfield of the late 70's.

The attire is just as discriminative, though entirely different, now. The hat may be felt or straw, as suited to the season. Who needs to be told that it has to be trained up in front and down behind? Who does not know that the more kaleidoscopic the assemblage of colors on the band is the better?

The jacket is worn eight sizes too large and too long. The trousers flap loosely about within a radius of three or four feet from the wearer; they are invariably turned up to reveal socks colored to vie with the hatband.

The shoes are cut décolleté and usually present the appearance of having been made for the purpose of administering kicks. By some authorities, though, it is claimed that this type of footwear is going into a decline, and is soon to be succeeded by dancing pumps, which are fashioned with more grace and elegance, and hence become the rest of the gear better. The dancing pumps have pretty bows. They may be seen upon many tasteful young gentlemen this season.

"College style" has successfully withstood the carping of crude untutored minds; and hostile criticism has failed to disturb the noiseless tenor of its way. It has been a law to itself; a hard law which looks with severity upon all who do not conform with its dictates. One might as well be dead as out of college style in colleges.

At least that is the self sufficient belief

of its supporters, though this very belief has suffered some rude shocks by the increasing arrivals of foreign intruders at Harvard in even more remarkable vestments than those of the old guard of fashion.

And there lies the extreme danger of the final decline and fall of the empire of college sartorial precedence. Disaffected and independent students, to say nothing of those whose lack of perception, or deliberate iconoclasm, seems to give them an air of liberal opinion, are beginning to raise the deuce with tradition. And more telling blows are coming from sources innocent of all intention.

Harvard is a cosmopolitan institution. Its student body is recruited from all parts of the civilized world, and many newcomers register—even from Chicago. Of late years the foreign element has become very pronounced, and the clothes the members of the element bring with them are more pronounced still.

Who remembers having seen the impression of old Heidelberg left in the college yard by two very starchy and correct German lieutenants, whose uniforms stuck out like Anthony's nose on the Hudson, to the mortification and chagrin of all "college style" champions? Those lieutenants took mightily in the eyes of the girls, who found the attraction of the straps and buttons—in favor of which their sex is said to be prejudiced—enough to outweigh all the other sartorial considerations in sight. That means, in simple language, that the lieutenants put the kibosh on the college style. It was an awful blow.

Then followed the almond-eyed celestials, the blandly urbane children of the extreme orient, courteous and winning, and clothed more like the lilies of the field than even Solomon in all his glory. The yellow peril discounted college style again, until for awhile its stock was way below par.

Just as soon as it began to pick up some Englishmen came over and set it tottering. Only for the prevalent An-

glomania in the university, the event might have proven calamitous.

Harvard good form prescribes a moderate enthusiasm for English institutions. It is noticeable that many freshmen become infected with a broader accent, supposed to conform with British usage, after a short while in college. "Blawsted" and "jolly well" and "by jove" mingle with their speech; on the football field they give "three long Harvards and three times three for Harvard," the customary English, "tiger" being omitted—perhaps out of courtesy to Princeton.

Of late college style has been on a swiftly rising tide in Cambridge. Hats have been rising higher in front and sinking farther in the back, trousers have been rolling up farther and farther. The dancing pump in which the fascinating college boy trips fastidiously over the campus already threatens, as previously stated, to supersede the college shoe.

And now—infamy of infamies!—come Amar and Gopal Singh from India—two Hindoos—who are attracting more attention than all the other students combined! They wear a modified form of their native costume, with turbans of old gold color, and both Amar and Gopal have beards. Though the avowed purpose of these inoffensive strangers to our shores is the search for further educational light, their arrival will have a more far-reaching influence. It is a death blow at a fashion which is already getting trite.

Where does the college hat triumph over the old gold turban? Where the college trousers, however they may bag, exceed the nether integuments with which we have grown familiar in pictures of India? O, why should the spirit of mortal be proud over dancing pumps,

when from Punjab come boots that turn up at the toes into pretty points; boots that run halfway up the legs?

Toll the bell; ring the knell, and let the dying echoes answer that the bright sun of college style must set at Harvard!

We welcome these Hindoos; they represent a learning supposed to be oldest, a religion said to be the most complex, and a social system with the most well-defined aristocracy on earth. They pay us a high compliment in coming; we find gratification and pleasure in the fact that they are here.

But when Hindoos come over the threshold, college style flees out at the window. What is the college man to do? Must he, in his turn, seek the old world with his extravagances of dress, to haunt the universities of the east?

Ah, that is the one evident solution of the problem. If our home industries are protected, our college style surely should be. It is certainly an infant industry. As it is not protected the indicated arrangement that should exist is one of reciprocity.

Pack the American college style into the American college grip, and let the discomfited American college sport carry the whole thing abroad to gladden the universities of Oxford, Cambridge, Vienna, Cracow, Cologne, Goettingen, Jena, Berlin, Bonn, Prague, Glasgow, Edinburg, Dorpat, Kharkoff, Odessa, Calcutta, Bombay, Madras, Punjab, New Zealand, Adelaide, Good Hope, Zagrab—anywhere, everywhere that a Christian soul can possess itself with content in conspicuous clothes. He will be hailed over there as the exception, and looked upon with the mild wonder that he feels is his right.

Besides, some of those colleges need the money.

OBITUARY

Dr. Charles D. McIlver, president of the State Normal and Industrial College of Greensboro, N. C., died on the train near Raleigh, on September 17th. He

had been president of this institution since it was established, and was an educator of national reputation.

Dr. McIlver was born in Moore

County, N. C., in 1860. He was a graduate of the University of North Carolina. In 1886 he joined the faculty of the Peace Institute, at Raleigh. During this time he conducted teachers' institutes in nearly every county of the State. He acted as superintendent of the summer normal schools; was for a time president of the North Carolina Teachers' Assembly; was a member of the executive Committee of the Teachers' Assembly; was a member of the executive committee of the board of trustees of the University of North Carolina, and was chairman of the committee of the Teachers' Assembly which secured in 1891 the establishment of an annual appropriation for the North Carolina Normal and Industrial College, which he established in 1892, and of which he was president at the time of his death.



Dr. Albert Hurd, the oldest college professor and one of the best known educators of the West, died September 2nd, at his home in Galesburg, Ill. Dr. Hurd was born in Canada, but received his education in Middlebury, Vt., graduating in 1850. He then took a course in Science under Professor Agassiz, coming to Knox College in 1851. He occupied the chair of chemistry and natural science, and since 1897 had been professor of Latin. At times when the college was without a president he served as acting chief.



Robert S. Paden, a well-known writer on mathematics and economics, died suddenly of heart disease, September 18th, at Glen, Mich. Mr. Paden was born at Portsmouth, Ohio, in 1853.



George P. Lord, President of the Elgin Academy of Northwestern University, and Trustee of Beloit College, died September 14th, at his home in Elgin, Ill. President Lord was born at Leroy, N. Y., in 1820.



Professor Buell B. Colton, a veteran member of the faculty of the Illinois

State Normal University, died suddenly on September 7th, at Bloomington, Ill. Professor Buell was fifty years old, and was one of the most prominent ethnologists of the West. He was also widely known for his researches in natural history.



Rev. Thomas J. Walsh, aged 28, professor of mathematics and history in the Cathedral College, Chicago, died on September 2nd, at his home in Joliet, Ill. He was appointed a member of the faculty of the college at its organization a year ago. Rev. Walsh was educated at Baltimore, and took his degrees in Rome, Italy.



Colonel F. W. Blees, founder of Blees Military Academy, Macon, Mo., was found dead in his room at St. Louis, on September 7th. Colonel Blees was once a German officer, who came to America almost penniless and afterward inherited an estate worth several millions from his family in Germany. Colonel Blees thought that every American youth ought to have a military training, and when he came into this inheritance, established the military school which bears his name.

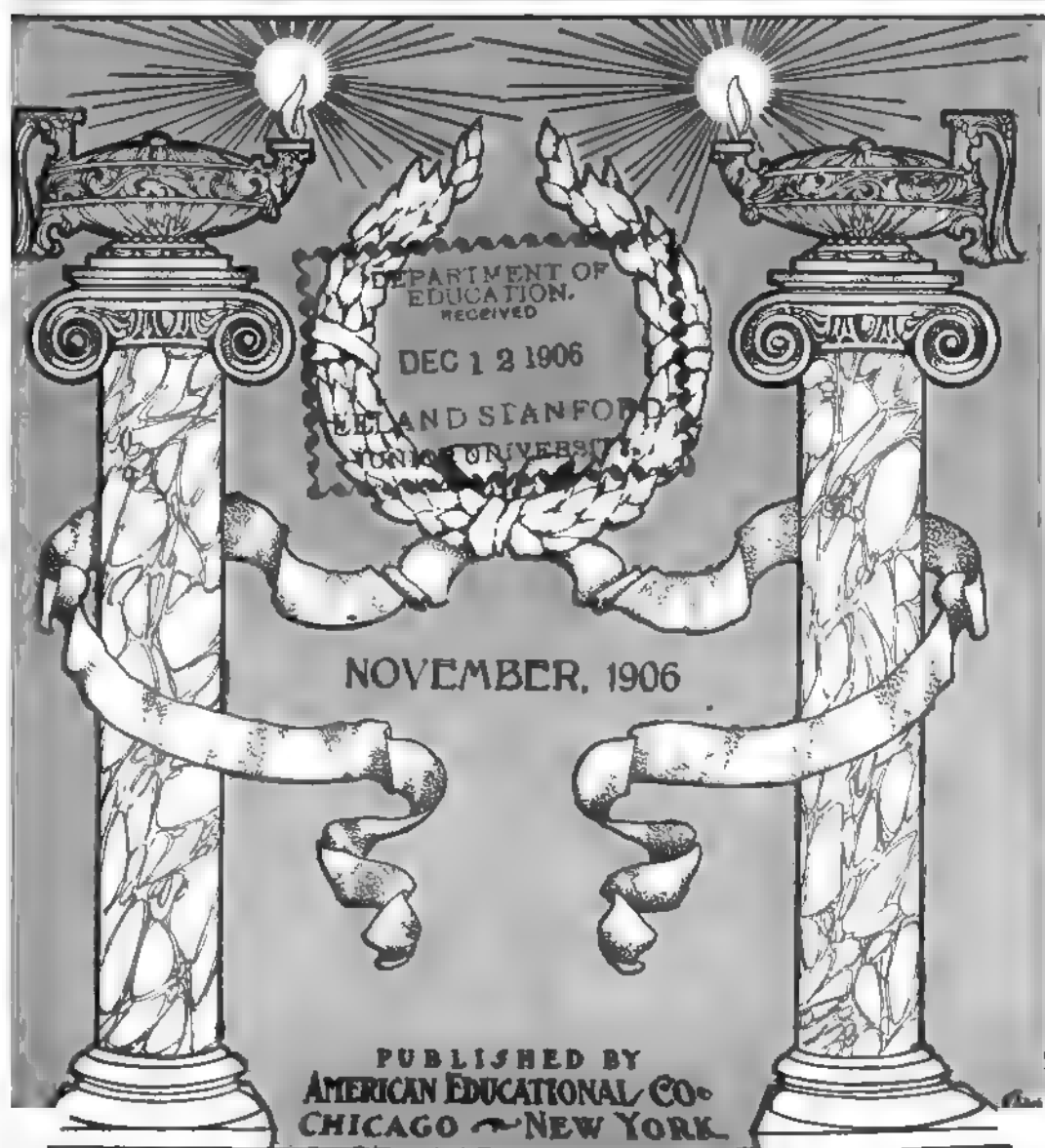


Hon. Edward H. Dunn, president of the corporation and one of the founders of Boston University, died September 4th, at his home in Boston. Mr. Dunn was born in the South End of Boston in 1826. He graduated at the Eliot School at the age of thirteen, and spent one year in an academy at South Reading. Mr. Dunn was deeply interested in the cause of education, and in the formation period of the Boston University project he gave his time and abilities to it, and was then and afterward its generous benefactor.



John Torrey Morse, the oldest graduate of Harvard University, and sole survivor of the class of 1832, died September 20th, at his home in Boston. Mr. Morse was ninety-three years of age.

THE AMERICAN EDUCATIONAL REVIEW



George E. Fellows, University of Maine.

The delegates organized with the choice of President MacLean as president, and Professor Ames as secretary

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Professor Andrew F. West of Princeton University delivered an address recently on "The Tutorial System in Colleges." Professor

West, who is dean at Princeton, took for his example the installation and success of a tutorial system at his own college last year. He first gave the reasons why such a system is needed in the modern large college, where the classes are large, and it is almost impossible to give individual instruction. He spoke of numerous instances where men were either held back or were lost in the advance of the others, for need of separate instruction. He then proceeded with a detailed account of the installation at Princeton, and said, in part:

"In such a system, a large instructing force was needed, and to pay this force the first call was for money. Two million and a half dollars was the conservative estimate for such a system, and a committee was appointed to raise this money from the alumni. This was a large sum of money to raise, and it was a hard task to educate the alumni that such an expenditure for the invisible needs of education meant more to the university than did the visible things, such as gates and athletic fields. They, however, responded nobly, and the sum is nearly raised.

"After securing the means, the next task that confronted the governing body of the University was the selection of the preceptors. The task was doubly hard. The men selected had to be men of university training, of good morals, and above all have a faculty of interesting the students in their work. With these qualifications the field was necessarily limited, and to add to this, the pay was so small that the men that were selected had to be single. After canvassing the whole country for men with

these qualifications, the number was selected.

"The preceptor system that was to be installed was not one of individual instruction such as is the case at Oxford. Nor was it to be a system of coaching or tutoring a man for his final examinations. The method in use at Oxford is an exceedingly good thing, but the American student has not been educated up to this sort of thing. The way in which the system was installed was to divide a class such as that of first year, into groups of twenty-five. These groups would receive class instruction in a body, and were rated according to their scholastic standing and intelligence. The brightest were placed in the top group, and were thus divided off down to the hopeless dullard in the lowest division. These groups were in turn subdivided into smaller groups of four or five. These groups were also apportioned off according to the intelligence of the members. It is an evident thing that the preceptorial system does the dullard the most good, and with this method of apportionment, the man that needed it could receive the help.

"After the division, it was easily arranged to have each small group of men receive preceptorial attention one hour a week on each subject. After the system was working in good order it was an easy matter to sort out the men and place them just where they belonged.

"The method of instructing was not to coach these men on their various subjects, but to re-enforce the regular class instruction with such advice and help as each individual needed. No two blocks of men received the same instruction. The men were interested in their work in more than a casual way, being given hints and talks by their preceptors on what and how to study.

"The students regarded this innovation with an amusing curiosity and turned out in large numbers to see the rejuvenated faculty. At first they were a little shy of the preceptor, but soon realized the benefit it was to them. It was not long before they took up the work under the new system with enthusiasm, and their conduct toward their

preceptor is now becoming part of the college tradition. The students are not forced to come under preceptorial supervision, but if a man does not satisfy his preceptor, he will not be allowed to take the final examinations. The trouble from this has been very slight, however, and the percentage of men that are not allowed to take their examinations is very small.

"The results of the first year's trials have been beyond the brightest hopes of the conceptors of the system. The student body as a whole is taking more interest in its work. Due to the emphasis laid on reading by the preceptors, the general library is giving out more books daily than ever before in the history of the institution. The conversation on the campus has changed. Matters of learning are now discussed, where before it was athletic affairs. The students are studying better than ever before because they have a real interest in their work. No longer are there roving bands of students on the campus in the evening, but quiet reigns, and lights are seen in the study windows. Princeton in this way has secured the advantages of the smaller college in the big university."

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Professor John W. Burgess, dean of Columbia University, New York, the **Prof. Burgess Begins** first incumbent of **Lectures at Uni-** the Theodore **versity of Ber-** Roosevelt profes- **lin.** sorship of American history and institutions at the University of Berlin, has begun his lectures on "The Constitution and Constitutional History of the United States."

At the opening lecture there were present Emperor William, the Empress, Prince August Wilhelm, United States Ambassador Tower and Mrs. Tower, Dr. Studt, the minister of education, about fifty professors and some resident Americans, and about 400 students, who energetically cheered Professor Burgess and applauded every reference to President Roosevelt. At the opening of the proceedings Professor Burgess read a letter from President Roosevelt.

A permanent American institute has

been opened in a large apartment in one of the university buildings, set part for that purpose by the ministry of education, in which have been placed portraits of President Roosevelt, President Nicholas Murray Butler of Columbia University and Professor Burgess. About 10,000 volumes of American history have been sent to the institute by Columbia University, and it is the intention of President Butler and the others associated with him to add yearly to the library and to adorn it with portraits of the successive American professors.

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The State University of Iowa heads the list of representative institutions of higher learning in the increase of this year's attendance over last. The summer schools conducted by the various institutions are not included in the summary made by the Boston Transcript, the intention being to show how the colleges and universities start out the fall term.

	Increase.	Decrease.
Iowa University .....	.18	..
Missouri University.....	.17	..
Dartmouth College .....	.14	..
Indiana University .....	.11	..
Kansas University .....	.10	..
Illinois University .....	.10	..
Chicago University .....	.10	..
University of Penna.....	.10	..
University of Ohio.....	.09	..
Tufts College .....	.06	..
University of Virginia....	.06	..
University of Georgia....	.06	..
Boston University .....	.05	..
University of Wisconsin...	.04	..
Cornell University .....	.04	..
Nebraska University .....	.04	..
Michigan University .....	.03	..
Yale University .....	.03	..
Columbia University .....	.02	..
Minnesota University .....	.01	..
Harvard University .....	.01	..
Northwestern .....	..	.01
Princeton .....	..	.01
Mass. Inst. Technology....	..	.04
Leland Stanford .....	..	.05
Johns Hopkins .....	..	.07
California .....	..	.11

It is estimated that no less than 100,000 young people in America are enrolled in the academic departments of our colleges and universities, while the professional departments will more than double this number. The chief growth of attendance has been in the Mississippi valley, Iowa leading, closely followed by

Missouri, Indiana, Kansas, Illinois and Chicago.

Harvard continues to lead, its aggregate being 5,300, while Georgia University, which shows a 6 per cent gain for the year, tails the list with an aggregate of but 408. The Transcript's table follows:

Harvard	5,300	Leland Stanford,	
Columbia	4,964	Jr.	1,786
Michigan	4,571	Kansas	1,708
Illinois	4,074	Indiana	1,684
Minnesota	3,950	Missouri	1,518
Pennsylvania ...	3,600	M. I. T.....	1,466
Wisconsin	3,571	Princeton	1,384
Cornell	3,461	Boston Univ....	1,359
Yale	3,208	Ohio	1,272
Chicago	3,204	Tufts College...	1,067
California	3,045	Dartmouth	1,010
Northwestern ...	2,918	Virginia	774
Nebraska	2,914	Johns Hopkins..	720
Iowa	1,815	Georgia	408

The difference between Iowa and Nebraska universities is easily explained. Nebraska university includes an agricultural department, with a heavy enrollment, while in Iowa that department constitutes a separate and to some extent rival institution. In the same manner the remarkable lead of Harvard over Yale and Princeton, which are considered about equal in size by the ordinary person, is explained. According to the enrollment table Harvard has 2,000 students more than Yale, which has more than twice as many as Princeton. Really, however, the colleges of these schools are not very far apart in size. Harvard college has about 2,800 students. Yale has 2,000 and Princeton about 1,400. The difference is in the other departments. Harvard has huge law and medical schools. Yale has a small medical department and a small law school, while Princeton is nothing but college, the theological seminary being a separate institution.

In summarizing its statistics the Transcript points out that the one concrete fact of signal importance and interest to be deduced is that the eastern institutions are slowly losing ground, and that the Mississippi valley colleges are likely to become leaders. The mean rate of advance for the whole country is .048 per cent; for New England, including Harvard, Yale and Tech, and the seven smaller ones, is .040 per cent; while the rate for the eleven Mississippi valley institutions is .088 per cent.

The Transcript adds: "The one thing that prevents the early appearance of 'the largest American university' in the Mississippi valley is the lack of an institution big enough in scope and heartily enough welcomed as a whole to secure popular indorsement. The city in which this institution should be located is, of course, Chicago. The boys of the future are going to attend a college located in a city, just as they are now working in a city. Chicago ought to have that institution, and Chicago has the site, buildings and general equipment suitable for this university, but as long as the Rockefeller curse is upon it conscientious parents will hesitate to send their boys there. It may be that in the future that university will recover from this incubus. But until it does the west will not send its best men there, and Harvard will continue dominant."



The Chicago Chronicle, in commenting upon the gain of western institutions east, says: "Eastern newspapers do over those in the not seem altogether pleased to learn from the college statistics of the country that the number of western institutions than in those of their own section, which not very many years ago was far in advance of other parts of the country in seats of learning. They find that at the opening of the present fall term every important western institution gained in numbers with the exception of Leland Stanford, which was unfavorably affected by the earthquake. Iowa University gained 18 per cent, while the highest gain in New England was 7 per cent and in the middle states 10 per cent. Princeton lost 1 per cent.

An eastern writer who has been looking into the matter finds the most rapid growth in the number of students in the Mississippi valley. It will be understood, of course, that the most of it is found in the upper Mississippi valley, for while educational progress has been made in the states of the southern Mis-

Mississippi valley far greater progress has been made in the northern states.

The reasons for the more rapid growth of higher institutions of learning in this part of the country are not far to seek. This whole region has grown from small beginnings fifty years ago to be populous and wealthy. Much the greater part of the country's gain in population and wealth has occurred here. Before the Civil War comparatively few of the people of this region were able to give their sons the benefit of a collegiate course. Those who were able preferred to send their sons to eastern institutions both because of their higher reputation and because the standard of scholarship was really higher there than in the west. Our home institutions were comparatively destitute of scientific apparatus, libraries, distinguished scholars in the different chairs, which were few in number, and in most of those things which are attractive to students.

But the people were appreciative of education. There was a liberal sprinkling from New England and New York, and our immigrants from Europe, especially from Germany and the Scandinavian countries, who were numerous, were willing to make great sacrifices in order to give their children school advantages. They supported the common schools zealously and it needed no truant officer to see that the children did not grow up in ignorance of the rudiments. The graduates of the early common schools were prosperous to the second and third generations and more appreciative of higher education than the early settlers were. They have become the legislators and they are more liberal with the state institutions than their predecessors were and they have made some of them rivals in equipment and attractiveness of the older colleges and universities of the eastern states.

Thus we are giving our youth of both sexes an appetite for higher learning in the public schools. An increasing percentage of them are able to gratify their appetite and the most of them find home institutions sufficiently attractive. The gain on eastern establishments of learning is natural, therefore, and we may ex-

pect it to continue so long as this region continues to make more rapid progress in population and wealth.

The eastern writer above referred to says he believes the University of Chicago will one day be the chief educational center of America, but that "as long as the Rockefeller curse is upon it conscientious parents will hesitate to send their boys there." For reasons above suggested this writer's belief in the great destiny of the Midway university is strongly supported.

As for "the Rockefeller curse," the people seem disposed to take it philosophically. They seem to think that if Mr. Rockefeller is disposed to give a good many of his millions to the endowment of a great university they need not object to his putting them to so good a use, no matter what they think about the methods he may have employed in getting so much money. If there is any "curse" about it when will it be removed? Mr. Rockefeller's gifts will never be returned to him, one may safely say. They will remain as part of the permanent endowment. If they are tainted, how and when will the taint be removed? Not so very many people will borrow trouble about the answer to that question. Most people will accept the doctrine that the good use to which money is put sanctifies it, and if Mr. Rockefeller chooses to give ten or fifty millions more to the university they will be very well content.

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It is reported that Dartmouth College finds herself in an almost awkward position this fall. She has all at once grown beyond her power of assimilation. A freshman class of 340 men has just entered the institution—a far greater number than ever before—and the authorities are at their wits' ends to take care of them. The dormitories are filled to the brim, and the private houses of the village of Hanover are taxed to their utmost.

Only last June President Tucker told the alumni of the college's need for more

dormitories, and declared that Dartmouth's growth was impeded because there were actually not residences enough to provide for new professors and instructors. Now comes this big class of 340, more than 400 per cent larger than those of only fifteen years ago, to further complicate the situation.

Dartmouth's experience is being matched, in kind, all through the small colleges of the East. Every one of them is growing handsomely, and the sign is an excellent one. It shows that the college training is much more general than a generation or two ago, and that the value of the small college as a peculiarly powerful factor in the making of a man is more thoroughly recognized.

These minor institutions are now almost without exception growing at a more rapid proportional rate than the larger institutions, and the day is not far distant when some of them will "catch up," not only in numbers but in all the other essentials that make a college strong. There is room enough and glory enough for them all.

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There is much interest in the preliminary announcement by Dean Van Amringe of Columbia college concerning the tuition fee for 1907-8. Beginning next year, the trustees have decreed that the charge for tuition each half-year shall be \$5 a "point," instead of the present annual fee of \$150. In theory, the new plan will involve no greater cost to the students than the present method, inasmuch as the rate of \$5 a "point" for the 120 points necessary for the A. B. degree will amount to the present charge of \$600 for four years. The term "point" is applied to the credit received for the successful completion of half a year's work in a one-hour-a-week course. In some cases, it is said, the "point" system of charges will mean a much greater expense for the students. This will be true of the men who may complete the academic course in three years instead of four, something which has been done in the past for the sake

of economy, as it was possible thereby to reduce the money cost of the A. B. degree from \$600 to \$450. When the new system goes into effect there will be nothing saved by doing the work in the shorter period.

"The mark 'A' in any two courses (no course being counted twice) entitles the student to one point of extra credit, provided that he has not fallen below the mark 'B' in any of the courses pursued by him during the half year," says the university catalogue. Further than that, "any student who is credited with 94 points (including all prescribed work) may receive one point extra of credit for each of two courses from among those offered by any single department as counting toward a higher degree (that is, higher than A. B.) provided the quality of his work in such course be tested by an essay for which a mark 'A' or 'B' is given in addition to the stated examinations. No student may receive more than one point of extra credit in one half year under the terms of this rule."

Under this plan a student may get twelve extra credits in his college course for high standing solely and one extra point, or possibly two, in his final year under the second ruling.

The university suggests the way to get twelve points as follows: "A student entering without advanced standing in any subject taking regular eighteen hours per week (in addition to physical education) and securing regularly two points of credit in each half year (i. e., four A's and two or more B's) can make 124 points in three years." That is to say, in three years he can gain twelve points, or \$60 worth.

But there is another side to the shield. It comes from this rule: "In any half year not more than one course, whether prescribed or elective, in which the student is marked 'D' may be counted toward a degree. Of several courses in which he is marked 'D' he may choose one to be counted."

That means that if a man has two 'D's' he must choose one course in which to take a flunk. That means that he loses a point, or \$5 worth. Further than that, he has to pay \$5 for deficien-

cy examination according to the university rule. The regulation is:

"Delinquent examinations and examinations held by special permission of the dean are special examinations, the fee of each of which is \$5, which must be paid by the student before being admitted to the examination."

If a student were so unfortunate as to register the grade of "D" in two courses each year, although that is not a flat failure, like "F," he would lose a point, or \$5 worth, for that, and another \$5 for his make-up examination. In other words, he stands to lose \$40 in four years.

In discussing the new system the Spectator says: "It would be going little farther to barter and purchase degrees. For example, a man will pay under the new scheme \$150 for a fifteen-hour course; should he get high marks he will gain a 'point' or more without paying for it, and it is this that is to be regretted. Forcing the student to pay \$5 for every 'D' in excess of one is, we think, a forced measure. . . . All these measures place an unfortunate commercial atmosphere on academic work, and we hope that the trustees will reconsider them at their next meeting."



A sub-committee of the Springfield (Mass.) School Board has been hearing **Fraternities in High Schools Under Discussion** both sides of the secret society question as related to the public schools.

The question was brought before them by a petition for the exclusion of the fraternities from the technical high school. That there was deep public interest in the matter was proved by the large attendance at the hearing. The arguments against these secret fraternities, summed up, were that they are undemocratic in developing in a public institution supported by all for the benefit of all, distinctions and differences based upon no considerations related to the school and its work; that they establish special and exclusive groupings which tend to narrow the pupil's associations with his fellows at a period when they

should be kept as large as possible; that they involve expense and thus unnecessarily raise a distinction between the children of the poor and the others; that they go to lug into the nursery of our American democracy those more or less meretricious social differences which obtain quite strongly enough as it is outside of the schools; and that these groupings must and do become, under the veil of secrecy, centers of influence distracting to the students and subversive of the school authority—little feudal powers which operate invisibly to weaken the central authority and sometimes openly dispute its proper exercise.

These views were presented in a hearing where only the lower schools were concerned. Do the same objections apply with equal or even greater force to the existence of secret fraternities in the universities?

A writer in a Cincinnati paper says:

"In addition to the curb being held on undue athletics, high school authorities are turning their attention to secret societies organized among the pupils, who make selections of certain of the classes with rejection of others, tending to form an aristocracy among pupils at an age when school matters ought to be first in importance. So great has the evil grown in the high schools of Chicago, and so rigidly drawn are the lines between societies and between members and nonmembers of societies, that the governing board now requires of each high school matriculant subscription to the following pledge:

"I hereby declare that I am not a member of any fraternity, sorority or other secret society, and that I am not pledged to any such society. I hereby promise, without any mental reservation, that so long as I shall be a member of the university high school I will not join any secret society; that I will have no connection with any secret society, nor be present at the meeting of any secret society in this school or elsewhere. I also declare that I regard myself bound to keep these promises and on no account to violate them."

"Commenting on the requirement of the pledge, the Boston Herald says: 'The

general reasons that make against them as factors in school life are sufficient. The little benefit they may sometimes confer on a few individuals, under favorable conditions, can not weigh against the evils which teachers perceive and deplore.' Time enough when the high school pupil leaves that institution and enters the college or the university for affiliation with societies. The age of the high school pupil forbids the exercise of right judgment and his membership in school secret societies tends to the development of clannishness and classes where neither ought to exist."

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At a recent meeting of the Board of Regents at the University of Wisconsin one of the members is reported to have said:

**Democracy in Col-
lege Fraterni-
ties.**

"I am going to make a thorough investigation of fraternities and sororities at Wisconsin and other universities, and, if the facts warrant it, at a future meeting a resolution to restrict these organizations will be introduced. It seems to me that they are undemocratic in the highest degree. They form a caste among the students that is inexcusable. They are expensive to the parents. There may be something to say about the benefits of these organizations, and if there is the advocates of the system will be given ample time to have a hearing. But my present impressions are not at all favorable. The proposed dormitory system, when carried into effect, will do away with the major reason given for their existence."

Following the order of the faculty that hereafter tickets for the junior "prom" shall be sold for \$3 instead of \$6, the proposal of an investigation may be looked upon as a movement in the direction of simplicity in college social life, and, as such, deserving of commendation.

The University of Wisconsin is supported by the state, and tuition for residents of Wisconsin is free, a circumstance which gives the Regents excuse for more minute supervision of the social activities of students than is gener-

ally exercised in Eastern schools of higher learning. So far, however, as the remarks of the official referred to may be construed as an attack upon the whole institution of college secret fraternities, they will meet with strong and, we think, deserved opposition from the great body of college graduates. Apparently the old bugaboo of secrecy does not enter into his objections to fraternities. It is too well understood, even by non-fraternity men, that their mysteries are innocent concessions to the romantic predilections of youth. As to the important counts of the indictment, we are not prepared to say that some chapters of some fraternities are not too exclusive and may not fairly be charged with extravagance. If such conditions exist at Madison, by all means let the offending chapters be "restricted," if by that is meant a fatherly talking to by their alumni in the faculty or in the general body of graduates, and if such remonstrances are vain, let them be dissolved by faculty order. But there is too much of good in the way of honest, helpful, brotherly effort among the members of these societies, which, far from being undemocratic in essence, appeal to the natural instincts for organization of the American boy (so much so in some institutions that nearly every student is a member of some fraternity—and where, then, is your "exclusiveness"?) to warrant any educational authorities to "restricting" them out of existence.

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That the supremacy of the Anglo-Saxon races is largely the result of their physical environment was the expressed opinion of Professor A. Cort Haddon of Cambridge, England, in an address before the Geographical Society of Chicago.

"We Anglo-Saxon peoples," said Professor Haddon, "believe that we were made especially by God Almighty to boss the earth, but as a matter of fact, our supremacy is largely due to geographical environments. No nation ever became great that had not a great natural

cereal and also suitable animals to assist man. We blame the people of Australia for their savagery, but what could they do in a desert country, assisted only by the kangaroo?"

Professor Haddon urged the Geographical Society of Chicago to devote its energies to the subject of ethnology, which he claimed was the most important branch of scientific research for the present generation on account of the fact that the barbarian races were rapidly disappearing beneath the baneful influence of the white peoples.

"We spend our time and energy," said the professor, "in searching for the north pole and delving thousands of feet into the sea, all of which could be done just as well 500 or 1,000 years hence, while we are neglecting the work which can only be done now. What will posterity say of us? What answer will there be when they ask why we did not do this work so important to the understanding of the history of the human race?"

"The enthusiast should be encouraged and protected," said Professor Haddon, "for he is the man who will do the work of the world, asking for no pay. One man is specially fitted for the making of money, but the enthusiast in science can not do this and the means should be provided for him to do this all-important work."

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President Eliot's widely discussed plan for limiting the bestowal of college aid

Limiting the Bestowal of College Aid.

for indigent students, so that the trust fund at the disposal of the college may be given only to applicants likely to live long enough to give an adequate return, is bitterly attacked in some quarters. "As if, forsooth," one critic says, "it were merely a matter of preference with the physically weak whether they shall resign this pleasing, anxious being, or continue to haunt the warm precincts of the cheerful day! Moreover, is it not known to be often true that genius, no less than conceit, 'in weakest bodies strongest works,' and that the sustaining power of a lofty in-

tellectual or moral purpose will uphold the frail tenement long after its downfall has been predicted by the physician? Had Immanuel Kant, the poor saddler's son, been debarred by his physical frailty from receiving the pecuniary aid he must have received in order to get an education, should we now have any 'Critique of Pure Reason,' and what would modern philosophy be like?"

This critic misses the mark. It is not proposed that scholarships shall be awarded for physical fitness. It is only reasoned that, intellectual equipment being equal, a healthy student is a more desirable candidate than a weakling, for he is likely to enjoy longer and fuller use of the benefits of university education, to be a stronger influence in the world. And what are scholarships for, if not to help in the freeing of strong souls? As to students of extraordinary ability, they can always obtain needed assistance, from college authorities or philanthropic persons. No Kant who lets his needs be known will be deprived of necessary aid by any plan for disbursing scholarship funds.

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The changes that have so profoundly affected the ideals and tendencies of Greek and Latin in modern life within American Schools and Colleges the last fifty years have had a marked effect upon the aims

and methods of professional teachers in educational institutions of every grade. President Eliot, of Harvard, referring to this fact, declares that the changes in the requirements for admission and for graduation made by so many colleges within a comparatively recent past have been for the most part brought about by changes in our national life and thought beyond the control of college or university. Prof. Norton, also of Harvard, taking this view, in a lengthy communication published in a recent issue of the New York Nation, says: "In the long run those institutions, as well as the secondary school, must adapt themselves to new conditions if they would survive. It

is not merely ridiculous, but impossible, to uphold a scheme of education which no longer commands the respect of the public."

The principle thus announced, that even the higher education takes shape in the democratic world, is noteworthy. The changes that have been made may be ascribed to a growing sense of the importance of physical science and to an impression that the old course of study was of comparatively little practical value. It was contended that education was a failure if it did not prepare the student to take an active and effective part in the world's necessary work. That view became popular in Europe as well as in the United States. In their newspapers and magazines, in public addresses and even at college commencements, the people of Great Britain are constantly reminded that it is the practical character of German education that has made Germany so formidable a commercial rival of their country, and they are thus admonished that unless their schools and colleges devote less time to Latin and Greek and more to chemistry and physics they are destined to lose their lead among the trading nations of Europe. The other day Lord Strathcona told the patrons and governors of the old University of Aberdeen that the American institutions of higher learning enjoyed a special advantage in the fact that they were not tied to the past by the venerable traditions of a system of education that had not been devised in anticipation of the most urgent demands of the present day.

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In the last week of September they celebrated the 400th anniversary of the foundation of the **Aberdeen University Celebrates 400th Anniversary** Aberdeen University. It was established by papal bull in catholic days by Bishop Elphinstone and during its long career it has done much to advance the cause of education and culture in the north of Scotland. In the list of its graduates are many distinguished men, especially in the teaching profession. Lately a successful effort

was made to extend the buildings of Marischal College, one of the two colleges of the university, in order that science may be more adequately taught.

Through the efforts of such men as Lord Strathcona, who is rector at present, and of the Mitchells of Newcastle-on-Tyne, aided by public subscriptions, a very handsome addition has been made to the buildings and on Sept. 27 these were opened by King Edward, with whom was the queen. For the visit of the king the Aberdonians spent in decorations from their public funds something like £10,000 (\$50,000) and every house along a three-mile royal route was decorated. Nothing like it has ever been seen before in the history of the town. The academic functions were of a most interesting nature, taken part in, as they were, by representatives from the universities of America, Europe, Africa and Asia, "gallant little Japan" sending the professor of botany at Tokyo to represent it on the occasion.

Among the delegates from America were Prof. Hale, Chicago; Prof. White, Brown; Prof. Damon and Dr. Kellen, Pennsylvania; Dr. Hague, Columbia; Prof. Hull, Cornell; Profs. Lanman and Lowell, Harvard; Prof. Kelly, Leland Stanford, Jr.; Professor Anderson, Johns Hopkins University; Prof. Cushny, Michigan; Vice-Chancellor McKelway, New York State; Dr. Carnegie, American Philosophical Society, Philadelphia; Prof. Daniels, Princeton; Prof. Merrill, Trinity, Hartford; President Buckham, Vermont; Prof. Kent, Virginia; Dr. Clarke, Smithsonian Institution, Washington, and Prof. Lounsbury, Yale.

Canada was represented by Principal Petersen, Prof. Walton and Dr. Shirres, Montreal; Prof. Macgregor, Halifax; Chancellor Sir S. Fleming and Prof. Macnaughton, Kingston; Wilfred Campbell of the Royal society, Ottawa; Prof. Macallum, Toronto, and Prof. Parker, Winnipeg.

Among those on whom honorary degrees were conferred were Prof. Melville Best, California; Frank Wigglesworth Clark, chief chemist United States

geological survey, Washington; Howard A. Kelly, professor of gynecology, Johns Hopkins University, Baltimore; Charles Rockwell Lanman, professor of Sanskrit, Harvard; Thomas R. Lounsbury, Yale; Prof. Petersen and Prof. Walton, Montreal; Prof. Macallum, Toronto, and W. Wilfred Campbell, who was introduced as the poet of Canada.



In the United States the higher education of women presents no "question."

Higher Education for Women in Europe. There are differences of intelligent opinion as to the desirability of higher

co-education, but no one would for a moment propose the women be deprived of any educational opportunities they now possess and improve.

It is different in Europe, where woman has had hoary prejudice and feudal influences to fight and overcome. There the higher education of women is still among the unsettled questions, and policy and practice are not uniform even in the same countries. Nevertheless, woman has made steady progress, has refuted all of the early objections to her intellectual advancement and has successfully stormed educational citadels.

A leading German paper recently published interesting figures, complete as far as they go, in regard to women who enter the universities of the fatherland and become candidates for degrees. Last summer there were 211 women students in the German universities, as compared with 140 during the winter semester. Of these 108 studied medicine, 66 philosophy, 22 mathematics, 10 economic science and 4 law. In the universities that admit women only as "hospitanten," that is, irregular students without right to degrees, there were last summer 1,268 such students, as compared with 1,050 a year ago.

In the universities of Switzerland, always liberal and generous, there were during the summer 2,193 women, as against but 500 a decade ago. The great increase is largely due to the inpour of Russian women, who have been hampered in every way by their own reac-

tionary government. Indeed, 75 per cent of the women students in the Swiss universities are of Russian birth. They intend to return to and practice in their native country, "if things improve," but many of them are lost to Russia.

However, the Russian ministry, among other reforms granted or promised, has raised the status and extended the academic opportunities of the women. They are now allowed to attend all the lectures in the St. Petersburg University and in the Polytechnic Institute. Other concessions have been made, and if the universities remain open—which is very doubtful, it would seem, owing to the tyranny of the police and the revolutionary attitude of the students, and also of some of the professors—the women are certain to make full and excellent use of their new privileges.

There are clever but superficial writers in Europe who say that women have "done nothing with their higher education." They forget that after one acquires an education he or she needs opportunity to apply it. The prejudice against women physicians or lawyers or teachers is still so strong in Europe, especially in Germany, that if women have made no mark it is the men who are responsible. It is the men's higher education that has failed, if it has not cured them of absurd prejudices and baseless notions.



"The new undergraduate is in danger of being merged into the mass. Let him **Students Urged to Retain Their Individuality.** remember his individuality." This was the keynote of a noteworthy address to the freshman class made by Dean George E. Vincent at the anniversary chapel services at the University of Chicago.

"Use your intellectual apparatus," continued the dean. "Do not wander around the campus like a lost sheep waiting for some kindly policeman to come around and show you where to register and where to do this and that. Those who can't look after themselves now will probably be unable to look after themselves in after life."

Acting President Harry Pratt Judson followed Dean Vincent with an address setting forth the opportunities that lie in a college course. Other speakers emphasized the necessity for not letting the university life take precedence over home ties.

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An additional step toward the reformation of college sports has been taken by the Council of New York University, following the example of Harvard and some other institutions, in its resolution restricting participation in intercollegiate athletic games and contests to bona fide undergraduate students in the University College and in the School of Applied Science, and barring out from such participation all special students and members of the various professional and graduate schools.

Commenting upon this act, the New York Tribune says: We believe we do no injustice in saying that a considerable part of the brutality which has disfigured football, and of the "professionalism" and other improper practices which have brought reproach upon college sports, is due to the playing of students from professional or graduate schools in intercollegiate games. It is credibly reported that some institutions have taken into some of their departments—for which college entrance examinations are not required—brawny young men who were in no true sense "college men," and who had no thought of completing the courses of study, for the sole purpose of putting them into teams for intercollegiate sports. That was the grossest form of abuse, but it is not the right thing to put into such teams bona fide students in non-collegiate departments, and it would be a good thing to rule out law, medical, dental, veterinary and other professional students from all intercollegiate competitions.

This is not, of course, to deny such students the privileges and advantages of physical culture. They may still make full use of the gymnasium and athletic field, and they may compete in all the contests within their own institution. The

effect of the rule will simply be to insure that intercollegiate contests shall be participated in by none save true college students, to wit, undergraduates who are pursuing regular courses for baccalaureate degrees. With that rule firmly and faithfully enforced, college sports should be largely freed from the worst reproach which has fallen upon them in recent years.

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For the first time in its history the University of Pennsylvania will give an opportunity to women to obtain its much-coveted baccalaureate degrees in the sciences and arts. By the inauguration of a series of special courses which the trustees of the University will put into effect at the beginning of the second term, next January, professional men and women who cannot spare time from their business to take up the regular college courses will have a chance to win diplomas and be graduated with the regular classes by taking special courses after working hours and on Saturdays.

The decision of the trustees to adopt such a course was reached after many months' discussion. It was pointed out that many school teachers have been hampered in their advancement because they were not graduates of a college of standing. Such a course has been working at the Chicago University for two years, and it is estimated that at least 75 per cent of that city's school teachers have taken advantage of it. An equal number are expected to attend the courses at Pennsylvania.

The courses will be entirely separate from the regular studies at the college, although they will be much the same. Sixteen different subjects will be taught in thirty-eight courses and the graduates will receive the regular college diploma. They will cover every branch of the arts and sciences taken up now in the regular curriculum and will extend the same number of years. The requirements for admission will be identical with those of the regular courses.

To obtain the diplomas students will be

required to take a certain number of units in the following branches of study: Chemistry, English, foreign languages (two at least), history, logic and ethics, mathematics and physics. Elective subjects open to students in the course include anthropology, astronomy, botany, chemistry, economics, English, fine arts, French, geology, German, Hebrew, history, Italian, Latin, linguistics, metallurgy, mineralogy, pedagogy, philosophy, physics, political science, psychology, Sanskrit, sociology, Spanish and zoology.



The Harvard Ethical Society opened its work for the year with an address by Professor George Santayana. **The Basis of Obligation.** Professor Santayana has just returned after a two years' absence to take up his work in the department of philosophy; during the past year he served as Hyde lecturer, in succession to Professor Wendell, in the Universities of France. His topic was, "The Basis of Obligation"—an attempt to formulate a standard of right.

Professor Santayana took up in turn the various bases which have been suggested as criteria of the moral "ought," and pointed out their inadequacy, finally presenting a solution of his own. The mere conscience would not do, as it is too variable and is apt to be irrational and not truly representative of our moral demands. Neither would physical necessity serve as an explanation of why a certain act is right. The force of nature is no doubt a moral suasion; egotism, for instance, is corrected by the contemplation of nature. But, however great the moral force of environment, progress is often the result of rebellion against environment, against nature and dominant opinion. The will of God, considered externally as a basis of duty, is not even as potent as the suasion of nature; nothing external can really make our action right. With many, however, the will of God is not an external conception; if it represents an ideal with respect to yourself, embodied in nature or some divine form, it approaches much nearer to an adequate criterion. Finally, the further-

ance of the interests of other men is a moral doctrine rather persuasive to men interested in practical ethics, but still to be considered unsatisfactory if regarded as an external force. Our relations to other men, however, are not only external, but sympathetic. Other people are to a certain extent embodiments of ourselves in other relations, and an action is right because others, who are a part of ourselves, demand it. Selfishness is thus a folly.

This approaches close to the view finally offered by the lecturer himself, that the basis of obligation is one's own nature. What our own ideal nature demands is right. This standard would be identical with the first standard of conscience, provided the conscience truly represented one's own nature. Conscience must be rational—rational on the basis of a particular animal constitution, for reason is a method in man of making an animal nature harmonious and intellectual. Conscience ought to be the expression of one's own nature, and is aided as a criterion by the more we know of ourselves. Experience and reason help us to act in accordance with our own nature as a basis of what is right.



Professor Eugen Kunnemann of the University of Breslau, visiting professor **Harvard Visiting German Professor Begins Course.** the annual exchange between Harvard and the German universities, has begun his course of lectures. They will be delivered in German throughout. In his inaugural remarks, he expressed his appreciation of the great privilege granted to him as successor to Professor Ostwald at Harvard University. He recalled his visit to America last fall, in which he became acquainted with our glorious Indian summer. "I come again under the most auspicious circumstances to a place where not only American life has its most spiritualized and cultured expression, but where also the future of America is being shaped. Among my hearers, I am sure, are some of the intellectual leaders of coming America, and it is a

keen pleasure to me to come into contact with the soul of Young America." Referring to the question of the choice of language in his lecture, he was pleased at the request made to him to deliver his course in German, so that they might hear a German give in the German language the great history of the German intellect and spirit. He believed this request revealed some of the aspirations of American life of today, for America, which is now creating its own national expression in literature, philosophy and art, must needs be acquainted with the youngest spiritual expression of Germany and of Europe.



Dr. Charles A. Eastman, of Amherst, Mass., a full-blooded Sioux Indian, is the only North American Indian now lecturing on his people. He was born among his tribe in Minnesota in 1858, and spent the first 15 years of his life with his people, never hearing a word of any foreign tongue, and all the while was taught distrust of the white man. Later he went to school and attended Beloit and Knox colleges, and after that was graduated from Dartmouth. For the last 15 years he has been a physician, a missionary and a writer.

He delivered a lecture recently before the Harvard Union, in which he said: "The Indian is a true philosopher, and as such he has never been surpassed by any representative from civilization. He has his high ideals and he lives up to them. He credits everything that is beautiful to the Great Mystery. He worships a perfect physique."

"The paleface turns out good-shaped fellows, but they are perfect mushrooms. They are incubator-hatched. The soil in which they are brought up is too artificially fertilized with tenderloin and baked potato. The Indian develops a stomach and a heart, a stomach to digest rawhide if necessary. He will run all day without his breakfast, for he is taught by experience that he can do it easier with an empty stomach."

"He can run every other day like this

for a month and sleep in the snow, and there is no rubbing down, either. I believe it is a good thing for a man to rest his stomach, better than to fill it full of a variety of civilized victuals."

"The trouble with the paleface is that he is a boaster. We could pile up buildings, but we do not want to deface mother earth. Civilization has ruined the virgin forests. Some of the laughing waters which have been big streams are now but a few sad trickling tears because the white man uses up the stream."



The decision taken by the Prussian Government to protect its university degrees at the outset, German University Restriction. by requiring certificates of a proficiency from foreigners

who wish to matriculate that is roughly equivalent to that demanded from Germans, is in line with the attitude of the more advanced American universities toward their higher instruction. Harvard's refusal to admit students to the study of theology, law, medicine or the many branches of graduate research, unless they can show the earlier academic degree of bachelor, has been followed by other universities, especially in the East, and still others are preparing to join in the movement.

So long as the number of Americans frequenting German universities was small, these institutions could afford to be very liberal as to terms of admission. The foreigner was something of a curiosity, and the mere fact that he had traveled a long distance attracted by the fame of Jena or Griefswald or Giessen, was flattering and counted for much in his favor. In time the Germans have found out at examination time that, in many cases, unfamiliarity with their language and methods covered gaps in the foreigner's home education, and they have learned to distinguish. The numbers, too, have increased greatly, so that at the most frequented universities, especially Berlin, German students complain of being crowded and hampered in their work by foreigners.

Prussia, of all German States, has always been least willing to make concessions in educational as in other matters. Even in the older days she held more stiffly to the letter of her university requirements than the other States, insisting, for instance, long after the others, that the doctor dissertation must be written in Latin. The admirable equipment of her chief university, Berlin, in professors, in laboratories, in other appliances for research, has attracted more than a due proportion of foreign students. So she takes the lead in applying restrictions.

If, as is reported, the catalogue of Berlin University specifically requires degrees of English and American students only, there is, undoubtedly, no intention of discriminating against either nationality or of reflecting on their educational standing. It is, probably, merely a matter of administration. In neither the United States nor Great Britain does the national Government take school examinations in hand or provide the official certificates dear to the German heart. Every Government on the continent of Europe does hold State examinations similar enough to those of Prussia to be accepted as an equivalent at its face value. The nearest approach to these certificates that the Berlin authorities have found in the two countries that do without them are the college degrees of bachelor, and for this reason England and the United States are put in a class by themselves.

The concession obtained as to general attendance is probably merely a safeguard against officious interference. All kinds of persons are admitted to university lectures in Germany, who may be supposed to profit by them, without rigorous investigation of previous training. These are "hearers," and in no academic sense students or candidates for a degree. As Berlin is a big city, and is subject to literary and scientific whims like others, the numbers often prove embarrassing for the university and interfere with the regular students. The restrictions put on this class of "hearers" in order to exclude the merely curious may have been so worded as to enable zealous officials to keep out all degreeless Americans, an

unfairness the possibility of which seems to be now obviated.

The relations between Germany and America in matters of the higher education have been too long and too cordial to admit the suspicion of any intentional slight in the action of Berlin University. Germany has no more loyal friends than the Americans who spent their years of wandering at her universities. Of that fact no man has a better comprehension than Kaiser Wilhelm II., as has been shown repeatedly, and his university authorities are the last people in the world to run counter to his wishes.

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Hermann Schumacher, professor of political science in the University of Berlin and Kaiser Wilhelm, professor of German history and institutions at Columbia **Begins** 188d Year. Columbia, and Prof. William Hubert Burr were the principal speakers at the opening exercises of Columbia University. Professor Schumacher came to this country under an arrangement made between the trustees of Columbia and the Prussian Ministry of Education for an exchange of professors.:

Columbia has sent to Germany, on the nomination of the German Emperor, John W. Burgess, dean of the School of Political Science. The post that he occupies is known as the Theodore Roosevelt professorship of American history and institutions. President Hadley of Yale University has been nominated as the next occupant of the position.

Professor Schumacher in his inaugural address compared Germany and America along traditional, economic, industrial and educational lines. Germany, he declared, was a country built on tradition, in which the natural conditions had demanded the development of her inner wealth and made them "a nation of thinkers and poets." In America immense territory and resources had made the economic tasks stand to the front since the beginning fostered the acquisition of wealth to the exclusion of culture. He urged a greater attention to science and art in America.

Speaking of the near relations of Germany and America, he said:

"Thus it seems to me the development of your nation carries with it a further inevitable consequence. The first period, in which each man, looking with joy to the future, full of strength and courage, approaches in his own way to the solutions of the great problems presented by colonization—this first period, I add, must be linked unto a second, and this second has already set in, strong and full of promise. In this period it is—at least in my judgment—imperative to develop traditions in the most varied departments of modern life in order to lead onward safely and to achieve more completely that which individual energy has created.

"Most especially is that necessary in political life. President Roosevelt expressed it: 'The more a nation develops the more it must make use of the power of the State.' And so once more we arrive at the conclusion that both peoples supplement each other in regard to the most important tasks of national life. It is true, what has already been said so often, that in the whole world there are no two nations which can learn so much from each other as the German and American peoples."

Prof. Burr, professor of civil engineering at Columbia, had for his subject "The Technical School and the University." He emphasized the need of practical education in colleges and universities. After speaking on the advantages gained by a technical school in the university and the demands of the technical professions, he said:

"The university has long since lost the character, if it ever properly had it, of a place where abstractions of learning separated from the things which only give them life are to be dispensed after the manner of instruction to men who are never to deal with the affairs of life.

It has come to be an intensely practical working agent.

"The creative or evolutionary influence of the university upon the community is exercised chiefly, and it will ultimately be exercised entirely, through its professional faculties, its faculty of philosophy already having become essentially a professional faculty of teaching, a character which it is bound fully to assume hereafter. This means with absolute certainty that professional instruction shall be given not by closet professors, but by men who are students in the highest and best sense of the word. This knowledge must be gained by taking their full part in human experience, and not by withdrawing from it."

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Founder's Day at Lehigh University, commemorating the forty-first anniversary of the found-

Founder's Day at Lehigh University. by Asa Packer, was observed with ap-

propriate exercises on October 11th. Dr. John A. Brashear, of Pittsburg, the former acting chancellor of the Western University of Pennsylvania, was the orator of the occasion. He spoke on the theme, "The University and the World's Great Workshop." "I do not argue here," said Doctor Brashear, "nor do I wish it to be understood that as soon as a graduate has secured his diploma he is ready to take a position as a full-fledged astronomer, electrician, engineer, chemist or other position the university has prepared him for, but I do say and believe that the earnest student will in his three or four years become so well grounded in the fundamental principles taught him that a very few years of practical work will place him as far along as the self-made man after half a lifetime of hard, hard struggle to gain such knowledge. There are exceptions to this statement, but they are all too rare."

OF CURRENT INTEREST

Reports from the great universities show that their student roll is still increasing. Probably the attendance at several institutions will come close to 5,000 this year, while at others it will be carried above 4,000, though it has never reached that figure in the past.

It should be noted, however, that with these large totals there may be much diversity in the details. Americans have used the terms university and college in a haphazard way, and as a consequence there has been some confusion of ideas on the subject. The old American conception of the higher education did not go much beyond the curriculum of an academic department. Then came the scientific school, the law school, the medical school and finally the enormous addition of specialized work which we have at present.

With all this development there has been in some cases a gradual growth and extension, in others an increase by annexation or union. The old college may contribute a very large percentage of the total attendance or it may be overshadowed by professional schools which have been taken in at a single stroke and brought with them hundreds of students. At one institution, therefore, the educational problem may relate chiefly to the needs of undergraduates, while at another greater interest may attach to post-graduate courses.

Aside from this distinction, it is to be noted further that the institutions may be coeducational or boys' schools or girls' schools. The totals, in fact, tell very little without the added particulars, and parents who have children to send to college should look well into the latter. They may then find that one institution is the best for a certain purpose, another for another. After the examination the large university may appeal to them or the small college.

Upon certain points, however, there should be no difference of opinion. If the

student is young and is seeking a general education he will need the discipline of prescribed studies, the time for a thoroughly systematic training, and close contact with educators of the highest type.

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MORE GRADUATES CHOOSING A BUSINESS CAREER.

Figures which have just been compiled from the new directory of living graduates and former students of Princeton University show that the college graduate of today is more and more choosing a business rather than a professional career. These statistics show that nearly one-third of the living alumni of Princeton are in business.

The increasing number of college men who are entering and influencing business life in America is one of the marked changes that has come over our educated population in the last twenty-five years. It is not so long ago that practically all boys sent to college were destined for a professional career—law, divinity, teaching, medicine, journalism, engineering, etc. But all this is changed.

Exclusive of the class of 1906 there are 7,190 living alumni of Princeton. Of the 6,522 classified according to their occupation, 2,285 are in business, 1,498 in the law, 924 in the ministry, 699 practicing medicine, 433 teachers, 290 engineers, 104 journalists, 50 ranching and farming, 50 gentlemen of leisure, 41 students, 34 in the army, 31 civil service, 26 architecture, 19 chemists, 10 artists, 9 authors, 7 in the navy, 5 librarians, 4 musicians and 4 dentists.

Among the living alumni of the classes prior to 1841, who number 24, none is engaged in business; prior to 1850, only 5 per cent., and prior to 1870, only 15 per cent. In the 80s the number of graduates following a business career shows a marked increase, amounting to 25 per cent. This percentage remains practically the same for the alumni in the 90s.

In the classes which have been graduated since 1900 the increase is very marked, averaging 50 per cent.

It is a fair presumption that there will be an increase instead of a decrease in the number of students who will follow a business career and that the tendency of the times to educate a man for business by sending him to college for four years or a shorter period will increase rather than diminish.

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THE UNIVERSITY OF LONDON.

A contribution by Charles F. Thwing, of Western Reserve University, in Harper's Magazine for October on the University of London describes the educational conditions in the world's metropolis. The London University is in reality merely a federation of all the higher educational institutions of the municipality. Each of these institutions maintains in a large degree its individuality, but the ties that bind all together are sufficiently strong to render the alliance an effective unit of educational effort. Unlike Oxford and Cambridge, the University of London has no ancient traditions to cherish. It is not merely a group of colleges, but is a university more after the American idea—a collection of schools for specialized work. It even includes a magnificent college for women. While the memory of a more or less glorious past is a splendid asset for any university, it should be far from essential as a requisite for greatness and efficiency. A past cannot be made to order, and it is not good sense to hold that with the progress of the world new universities shall not spring up from year to year as they are needed.

Another idea that has been worked out elaborately by the University of London is the allowance for "external" students. These students need not come near the university. Their studies are carried on at their homes, along prescribed lines laid down by the university, and at specified times they are examined by special boards created by the university governors for this purpose. If the examina-

tions are successfully passed these external students are given degrees similar to those bestowed upon students who have spent the usual number of years within the university walls. This idea has never been put into effect in America, as the belief in the necessity of personal instruction is very strong. Inasmuch as students in the English colonies who have never been in London receive each year degrees from the University of London upon proof that they have satisfactorily completed their studies, there seems to be little reason in arguing that American students, who are unable to "attend college," but who are able to train themselves satisfactorily outside of the college, should not be allowed to reap the reward of their perseverance and diligence. A trial of this plan, at least, could do no harm.

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NEWSBOYS' HARVARD SCHOLARSHIP.

The commendable enterprise of the newsboys to put a comrade through Harvard has reached the stage where the money is raised, the boy selected and accepted for the college by President Eliot. Myer Heller, the winner of the scholarship, is seventeen years of age, nearly two years younger than the average who this year entered Harvard. He is the second oldest of three children. His brother Charles, nineteen years old, is at present a forestry student at Harvard. He has a younger sister, Jennie, aged ten years. Myer attended the Phillips Grammar School and graduated from the English Grammar School in 1905. He has been a newsboy for eight years and holds a record of selling an average of 250 papers a day.

This scholarship is the outcome of a motion which passed on July 25, 1905, by the Newsboys' Union to establish a newsboys' scholarship at Harvard. The union proposed to raise \$5,000 for the purpose, and \$100 was appropriated by the organization to start the fund. Newspaper publishers, business men, labor unions and the general public immediately co-operated in the project.

UNIVERSITIES AND PUBLIC OPINION.

According to all accounts, the ceremonies on the occasion of the quartercentenary of Aberdeen University during the last week of September must have been most impressive. Harvard University was represented by two of its professors, one of them of its law school, the other of its academic department. A description by the latter of the splendid ceremonies taking place at the ancient Scotch seat of learning appears in the last issue of the *New York Nation*.

The motto of one of the colleges now forming a part of the university is: "They have said—What say they? Let them say." In this connection the Harvard professor gives vent to his feelings in the following manner: "Like the device of the Rohans, 'Roi ne puis. Duc ne daigne. Rohan suis,' it (the motto) tells a whole story, no less laconically, and with a fine contempt for public opinion such as our universities might do well to emulate oftener than they do."

Sapienti sat! says the *Boston Herald*. University life and teaching in the twentieth century, and especially in this country, should, above all, strive to come into closer contact with public opinion; and such is, in fact, the prevalent tendency in most of our institutions of learning. It is possible that the mind of the Harvard professor while at Aberdeen was unduly influenced by the mediaeval academic atmosphere prevailing there during the festivities or by the sight of the "glorious windows of stained glass," of the distinguished assembly "in scarlet fur-faced robes" and "picturesque academic costume" or by all of these. The spirit predominant in mediaeval universities reveling in exclusive caste privileges belongs to the past.

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CORRESPONDENCE INSTRUCTION IN UNIVERSITIES.

Correspondence schools invaded the fields of our higher institutions of learning and now they must meet a counter attack, says the *Boston Advertiser*. Their first competitor is the University of Wisconsin, which has established a department of correspondence instruction, de-

signed to offer to the mechanic and tradesman the same advantages that have long been offered to the farmer through short course winter schools of agriculture, and to other classes by means of summer vacation schools. The old, well-endowed universities are not likely to undertake this sort of education, but there is something appropriate in the effort of a state university, as the capstone of its educational system, to establish more intimate relations with the people of the state. Of fulfillment of that hope there is reasonable assurance, for correspondence schools, which now give instruction in draftsmanship, civil engineering, the languages, and so on, have had remarkable success. Today they count students by hundreds of thousands. In its original endeavor the University of Wisconsin will receive serious attention merited by an effort to broaden the masses prevented, in most cases by circumstances beyond their control, from getting an education in their youth. If the experiment is successful, other state institutions will probably follow its example.

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EDUCATIONAL ALLIANCE.

Further progress of the system of "educational reciprocity" is reported. A chair of German history and institutions, to be called the Kaiser Wilhelm chair, has been established at Columbia University by the Prussian ministry of education, and it is to be filled each year by some eminent Teutonic scholar. During the past summer arrangements have been concluded whereby Italian professors are to lecture at the University of Chicago, the University of Pennsylvania and other leading colleges of the United States, and reciprocally American professors are to give courses in the chief Italian universities. Moreover, the plan contemplates the recognition of Italian diplomas by our colleges and of American diplomas by Italian universities. Provision is also made for the reciprocal study of the two languages.

Educators believe that these arrangements are but the beginnings of a great movement for the internationalization of

university instruction and of education generally. As a reflex of them one educator calls attention to the exchange arranged between the public schools of France and Germany. The plan is that the pupils of each of the two countries named are to learn the language of the other from properly equipped native teachers.

There is as yet no regular arrangement for the interchange of professors between this country and England, but, of course, this is far less necessary than in the case of continental Europe. Community of language, culture and fundamental legal and other principles make Anglo-American understanding and sympathy comparatively easy and natural. Still, the exchange system is expected to extend to England in the course of time.



A "COMMON ROOM" IN DORMITORIES AT HARVARD.

An innovation which has been exciting a good deal of comment at Harvard this year is the "common room" idea which is being worked out in several of the dormitories. The idea is not entirely new at Harvard, for Divinity Hall has had for several years a large common room on the first floor, which has been one of the chief attractions of this dormitory as a place of residence. The room has a piano, papers and magazines and other facilities, and is well equipped with lounging chairs. Last year the suggestion that common rooms be tried in other college halls was made by a student, who, while rooming in the Perkins last year, saw the need of some place where men could gather and make the acquaintance of their neighbors in the building. Perkins is one of the largest dormitories belonging to the college and has always had a particularly heterogeneous class of occupants, ranging from freshmen to men in the graduate and professional schools. Only a beginning was made last year in an unoccupied room in Perkins which the college authorities gave for the purpose and the men in the building furnished.

The plan appealed so favorably to the corporation, however, that this year two rooms on the ground floor have been combined into one room about 15 by 40 feet, about \$500 being spent on the necessary alterations. The men have subscribed about \$300 for the furnishings, which include tables and chairs, carpets, curtains, pictures and the rent of a piano and pianola. The room is now nearly finished and will be ready for occupancy in about two weeks.

Across the street in Conant Hall, which is reserved this year for graduate students, an attractive common room has been fully furnished and is now in use. The university made the necessary alterations in the building and the result is a long, spacious room extending across the southern end of the building. The furnishings were given by Mrs. Hammer, wife of the Norwegian consul in Boston, whose generosity provided two years ago a concert of Scandinavian music at Harvard, and last year a recital from Ibsen's "Peer Gynt," with accompanying songs.

It is proposed to raise a fund among the men in the hall to defray the running expenses. Already a large number of magazines have been supplied and it is expected that a piano will soon be provided. An idea of the cosmopolitan character of the population in Conant, and of the service a common room can perform in promoting acquaintance and good fellowship may be gained from the following list of twenty-eight colleges represented among the tenants: Harvard, Richmond College, New York University, University of New Brunswick, University of California, University of Maine, Oberlin, Wisconsin, Amherst, Dartmouth, Haverford, Denison University, Miami University, University of Washington, University of Iowa, Trinity College, Toronto, George Washington University, Juniata College, Yale, Princeton, Ohio State, Rochester University, Acadia, Norwich, Kenyon, Cornell, Stanford.

In Hastings Hall the scheme has been somewhat less successful, partly because the room is unfavorably situated and partly because the men have not yet

learned the use of it. In Thayer, the room is nearly furnished and will probably be in good running order in a week. For furnishing this room the Thayer family contributed a substantial sum, and the occupants have also subscribed.

Taken altogether, the movement will be an experiment well worth watching, and it is hoped that a great deal of good may be accomplished by bringing the men in the dormitories together in a social way. That the college authorities are heartily in sympathy with the movement is shown by their willingness to provide the rooms necessary and even to make extensive alterations. The whole movement seems to show a tendency toward the English style of college life in making the dormitories the center of social activity. At Harvard the Union has done much in the last five years to weld the student body together, and it is hoped that the dormitory common room will contribute still more to the realization of this end.



JOHNS HOPKINS RECEIVES EGYPTIAN ANTIQUITIES.

The Johns Hopkins University has received from the president and committee of the Egypt exploration fund a number of interesting antiquities from Deir el Bahari, in the burial field of ancient Thebes, in Upper Egypt. They were found on the site of the mortuary temple of King Mentuhotep II. (2176-2130 B. C.) of the eleventh dynasty, built about 2150 B. C.—the oldest building at Thebes. The remains of this temple were discovered in 1903, and the site has been explored since that time with signal success. The valuable antiquities found there, including those now in Baltimore, were recently exhibited at King's College, London.

Of the objects sent to the Johns Hopkins University, the most interesting is a block of limestone, about three feet in length, upon which is sculptured in low relief the figure of a crocodile holding in its mouth a fish. The relief is well executed, and is a good example of the art of the eleventh dynasty, of which little

was known before these excavations. The block formed part of the decoration of the southern colonnade of the temple.

A fragment of stone bearing a deeply incised hieroglyph of unusual size appears to have formed part of an inscription dating from the eighteenth dynasty (about 1500 B. C.). The greater number of objects consist of pottery, ranging in date from the eleventh to the eighteenth dynasties (2100 to 1400 B. C.), and comprising 31 earthenware vessels of various sizes and shapes, with some fragments of blue glazed fayence. The vessels are for the most part perfectly preserved, and include wine bottles, water jars, large pots for cooking, drinking cups and libation bowls. They were probably used by the priests and attendants of the temple. Two of the jars show the spiral decoration characteristic of the Mycenaean pottery, where it is probably due to the Egyptian influence. A wooden mallet of the sort used by Egyptian stonecutters and some fragments of matting and basket work are doubtless memorials of the workmen who partly demolished the temple about 1100 B. C. to provide material for other buildings.

The donation of these interesting antiquities is due to the influence of Mr. James Teackle Dennis of Baltimore, who was at one time a student of the Johns Hopkins University. Mr. Dennis assisted in the work of exploration at Deir el Bahari during the past year.



MERCHANT MARINE LEAGUE PRIZES.

Prizes aggregating \$1,000 are offered by the Merchant Marine League of the United States at Cleveland, Ohio, for the four best essays on "How to Build Up Our Shipping in the Foreign Trade." Only students in high schools, technological schools, colleges and universities in the United States are eligible to the competition. There will be four prizes, viz.: One of \$400, one of \$300, one of \$200, and one of \$100. Students desiring to compete for these prizes must register their names and the institution of learning which they are attending, with the league, in order to have their essays con-

sidered. Essays must not exceed 2,500 words; they must be typewritten, on one side of the paper only. The author's name must not be signed to his essay—only his nom de plume, which latter, with his full name and address, must accompany the essay in a separate sealed envelope. No limitation is set upon the method of plan that may be advocated; it may be along the line of protection or free trade. The contests will close November 15, and the prizes will be awarded about December 15, 1906.

The Merchant Marine League of the United States has for its president Harvey D. Goulder, a leading member of the bar of this country, and president of the National Rivers and Harbors Congress. Its treasurer, Colonel J. J. Sullivan, is president of the Central National Bank and also president of the Superior Savings & Trust Company of Cleveland. For the last two years he was president of the National Board of Trade. The secretary of the League is Mr. John A. Penton, one of the leading publishers of Cleveland. The League was formed by men having no direct or personal interest in our deep sea shipping, but who are imbued with a patriotic desire to aid in placing American ships once more upon the seas; and the offer of these prizes is made for the purpose of arousing widespread public interest in the condition and needs of our foreign-going merchant marine, and to bring out the best thought by which to accomplish our maritime rehabilitation. The Merchant Marine League was organized in November, 1904, in Cleveland, O., and is a wholly national, non-political, non-partisan organization.

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WOMAN'S INTERCOLLEGIATE ASSOCIATION FOR STUDENT GOVERNMENT.

The Woman's College of Baltimore is to be the seat of the coming conference of the Woman's Intercollegiate Association for Student Government. During the last decade the growing tendency toward student government in schools, and especially colleges, has been a strong and prominent feature. Originating in Am-

herst College, the idea of student government spread rapidly in the men's colleges, but in women's colleges it was not tried until some years later, when Wellesley introduced the system of government as an experiment.

The plan was more or less successful and was adopted by a number of the women's colleges, until there are now 12 which stand as distinctly representative of student government. These are Wellesley, Brown, Smith, Vassar, Wells, Bryn Mawr, Mount Holyoke, Barnard, Cornell, Wilson, Simons and the Woman's College of Baltimore.

However, the individual organizations have felt the need of a common mode of government, a constitution which will regulate the system and place it on a firm basis, and a means of consulting and advising between colleges. For this purpose the Woman's Intercollegiate Association for Student Government was started at Wellesley College in 1904. This was the first convention of such a character—the second was held at Bryn Mawr College in 1905 and the third convention is to be held at the Woman's College November 16 to 19. Each college is represented by two delegates. They will gather on the 16th, being received and entertained by the students in the hall, the hall girls giving up the use of their rooms to their guests. The business at hand will be the forming of a permanent association between the colleges and the adoption of the constitution, which has been in the charge of the intercollegiate committee appointed last year.

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"PROFESSOR."

It is a truism to reflect that in a democracy two processes keep going on at the same time—leveling up and leveling down. The melancholy protest of our English cousins, however, reminds us that their much-honored title "professor" has in America been processed in one direction and been leveled down.

No law in the domain of liberty and equality compels a man to be labeled professor. But vanity, that gay vice, is insidious even in republican souls. To the

reverent Englishman his professor is a personage of simple yet awful mien—to be respected and obeyed. In Scotland the same, in Germany more so.

And in America? The word first knew its traditional value. Only the mighty pugilists of England, descendants of Tom Figg, inherited from their pink and white pupils the title that was hallowed at Brasenose and Balliol.

Yet a hint from the pugnacious was enough for fraternal America. All who rose to eminence as teachers—who wished to be respected and obeyed—adopted the venerable title. The balloonist raised it aloft. The juggler flourished it. The acrobat handled it. The phrenologist fondled it. The dancing master dandled it. It was their symbol of majesty and might—a writ on fame, a plea for honor and authority.

On such practitioners as barbers and chiropodists, specialists who treat “humped or dish nose” and other unpleasing features, the word is unwillingly and unromantically bestowed. But it is all the penalty of democracy—and the pride.

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MEMORIAL TO CARL SCHURZ.

A “Carl Schurz Memorial Professorship” is to be established at the University of Wisconsin as a result of the movement started in Milwaukee by a number of prominent German-Americans. The plan is to raise an endowment of \$50,000, the income from which will be used for the establishment of an annual course of lectures at the university, to be given by prominent professors of German universities.

This memorial professorship, to be held by German university men, will be the first of the kind in any American state school. It is hoped that the new chair will lead to the exchange of professors between the University of Wisconsin and German universities.

The proposed endowment will make it possible for the students to enjoy each year the advantages of lectures and instruction by the prominent German specialists in history, literature, science, and all other important fields of knowledge.

These lectures, many of which will be in German, will be of interest not only to students but to all German-Americans of the state.

This form of memorial is generally considered the most appropriate to the memory of Carl Schurz, and it is also fitting that the professorship should be established at the University of Wisconsin, as he was identified with the institution in its early history as a member of the board of regents. In recognition of his work as a great German-American statesman and scholar the state university conferred upon him in 1905 the honorary degree of doctor of laws. His last appearance in Wisconsin was at the commencement exercises of that year, when he delivered the principal address, one of his most memorable addresses.

Formal organization to carry the project into effect will be begun with the appointment of a large executive committee with branches in the most important cities of the state. This committee will take charge of raising the fund of \$50,000 among the friends and admirers of the great German-American statesman and scholar. It is expected that alumni and friends of the university will contribute toward the memorial. The plan is reported to have the hearty approval of President Charles R. Van Hise and the university professors.

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A PROBLEM OF CO-EDUCATION.

The University of Paris is confronted by a problem that is bothering every large college that admits women students. It is the largest university in the world, having 15,000 students, but of recent years the proportion of women has increased until it is now two-thirds of the whole and the men are staying away.

The same situation is observable in this country, in the large co-educational colleges, where a generation ago the number of girls was possibly a tenth of the entire student body they now outnumber the boys. That this is objectionable a large percentage of the graduates, at least those of the male persuasion, agree.

The tendency, as a whole, is rather to make the girls masculine than the boys "lady-like." The general atmosphere of student life to a girl just freed from the watchful and protecting care of the home is not apt to foster innocence and naivete, but rather cynicism and skepticism.

In the classroom the mixing of the sexes is even more objectionable, hampering a wholly desirable and in some instances an almost indispensable freedom of expression and discussion. It means an expurgating of texts, a cutting of courses and a social toning of what should be entirely an intellectual and student research relationship.

What the ultimate result will be is mere surmise, but at present there is a growing inclination observable among parents to send their children to schools where the sexes are not co-educated.



TRAINING FOR BUSINESS.

For the last two or three years the department of economics at Harvard has been at work with a view to gradually raising to a position of more importance that part of the economic instruction designed to prepare for a business career. This tendency is in line with recent developments in college economic teaching generally, especially with the work of Pennsylvania in establishing the Wharton School of Commerce and Finance, and of New York University in the School of Commerce, Accounts and Finance. It is not expected that any separate school will be established at Harvard, but the department has aimed to strengthen the practical as distinguished from theoretical instruction, this work being especially noticeable in the extension of the course in the principles of accounting and the beginning of a new course in railroad practice. A further step in the same general direction has just been taken, in the publication of a separate pamphlet, apart from the general announcement of the department of history and political science, on "Courses Leading to a Business Career."

"A broad general education," students are told, "gives the best preparation for

a business career; but within the wide range of elective studies an appropriate selection must be made. More specialized training for a business career, as for any other career, should come in the latter part of the student's college course. So far as there is expectation of engaging in a particular branch of industry, there may be choice of those parts of natural science that bear on the industry in view; as, for example, of the advanced courses in physics, chemistry, geology, mineralogy or economic botany. As a rule, however, it is not training for a special industry that is desired by the student, but a general training for business. For this, the most important single subject is economics."

The general list of courses suggested includes Economics I, the elementary course; and courses in public finance; advanced study of economic principles; economics of transportation; European industry and commerce in the Nineteenth century; economic and financial history of the United States; money and currency legislation; banking and foreign exchange; problems of labor; economics of corporations; modern economic history of Europe; commercial crises and cycles of trade; and economics of agriculture.

A course in the principles of accounting is designated primary for students who expect to enter a business career, and who wish to understand the processes by which the earnings and values of industrial properties are computed. It is not intended primarily to afford practice in bookkeeping, although this forms a part of the course, but to give students a grasp of principles which may enable them to comprehend the significance of accounts. This line of instruction includes analysis of receipts, disbursements, assets and liabilities, in various kinds of industry, and a consideration of cost of manufacture, cost of service, depreciation and appreciation of stock and equipment, interest, sinking funds, terminable values, etc. Published accounts of corporations are studied and an opportunity is given for practice in interpretation.

An interesting new course is that to be

given in the second half-year by Dr. Stuart Daggett, or "Railroad Practice." The course is designed to supplement and continue the general course in the economics of transportation, and in preparation for it the instructor, Dr. Daggett, has spent some time in the offices of railroad corporations studying their methods of management at first hand. The principal railroad systems will be described, with an account of the organization of railroad service, development of permanent way, equipment methods of administration, origin and growth of classifications, freight and passenger traffic associations, railway clearing-house, and similar matters.

There are also courses in insurance considered as a business, given by Professor Wambaugh, and in the principles of law governing industrial relations, by Assistant Professor Bruce Wyman.

REOPENING THE RUSSIAN UNIVERSITIES.

Two years ago the students of the leading universities in Russia "struck" against autocracy on the ground that it was utterly incompatible with education, science or any intellectual activity in Russia. Last year the faculties of certain universities indorsed this remarkable strike and joined it. What with these forms of "passive resistance" to the government and the closing of schools by official decree on account of student demonstrations and open fraternization with revolutionary proletariat organizations, the higher education has been completely paralyzed.

Much has happened in the past two years. The government has granted certain reforms to the universities and freed them in a measure from bureaucratic control. The faculties and students, on the other hand, have realized that the cause of progress is not benefited by the suspension of the higher education, and that the autocracy has other and more powerful enemies to contend with than passive resisters of the student class. Accordingly, for some time there has been a quiet agitation in favor of a reopening of the universities and higher technical and professional schools. The advanced papers have mildly advised the

students to resume work, assuring them that the revolution is now perfectly able to take care of itself, as it has affected all sorts and conditions of men and assumed a character which renders passive resistance ineffective.

Moreover, it is pointed out, the press is much less restricted, a *douma* has been created and "legal" constitutional agitation is tolerated—after a fashion. The students have done enough, and they can now take up their books again and turn their attention to nonpolitical subjects.

It is announced that the students of St. Petersburg University have voted to resume work; but their resolution is so phrased that the government may withdraw its permission. The resolution speaks of "mobilizing the youth of the land" and converting passive into active warfare. This is not what the government is after, and it has reason for thinking that the youth of the land has been sufficiently "mobile" anyway. If the universities reopen this fall, it will be for "neutral" study, and not as temples of political liberty or centers of revolutionary agitation.

Premier Stolypin favors "free teaching," provided the universities mind their "proper business."

It is probably difficult for most Americans to understand the apparently reckless enthusiasm of the Russian student as a class in the extreme declaration for freedom of speech and press and for the true democracy. For explanation, it must be understood that conditions in Europe, under other monarchies as well as under the autocracy of Russia, are almost the antithesis of conditions in America. It is within the last generation that Italy has become free and united, and that France transformed the monarchy won by the coup d'état of Napoleon III. into one of the most admirable republics of the world. Forty years ago were as repressive as Russia in the matter of freedom of speech and the press.

From these partially obsolete conditions sprang Socialism, the very extreme of the principle of democracy. It had its inception not with the proletariat, but among the students of economics. Its

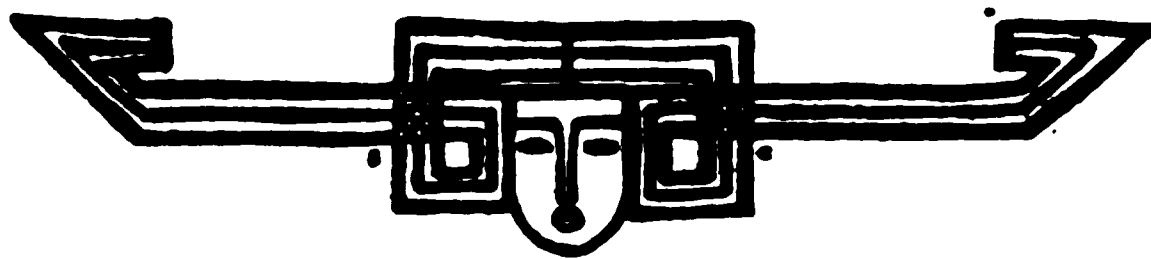
most eloquent advocates were professors in the colleges. William Liebknecht, who, for a quarter of a century, until his death a few years ago, was the leader of the German Socialists in the Reichstag, was bred for a chair in the University of Berlin. In France the Socialist leaders were almost all men of the highest intellectual type. In England William Morris, poet and artist, and millionaire manufacturer as well, and such others as Sir Edward Burne-Jones, the pre-Raphaelite painter, were the chief inspiration of a movement which came to pervade all the great universities of the kingdom. Socialist organizations were formed within the colleges, and the "professorial school" almost came to be a distinct element apart from the general movement into which Morris plunged, and which included all classes of the proletariat.

To an extent this theorizing was the oxygen of the college atmosphere. It swept over Russia and produced a host of poets and novelists, the prophets of the new regime. It penetrated even to democratic America, and Professor Ely was but one of many who preached at least a far broader democracy, if not the extreme doctrine of Socialism, based upon the French motto "Chacun pour tout, tout pour chacun," or each one for all, and all for each one, and demanding that all the means of production, communication and distribution shall be the property of all the people, and not the monopoly of a few and the sport of combined capital.

This explains the economic religion of the Russian student and of the Russian

educated class generally, with the exception of that element which makes more profit from autocracy than it possibly could from democracy. But in Russia the sentiment is heated to a white heat by the rebellion of intellect against the absolute domination of physical force employed to support class privilege. The Russian student has witnessed the overthrow of repression in the neighboring country of Germany, and a mighty growth of the democratic spirit, and an almost similar growth in Austria-Hungary. The events of years in Russia have forced to the surface the fact that the advanced thought has permeated all classes. The potency of human sentiment has driven autocracy into a cul de sac. Royalty and bureaucracy have their backs to the wall and are making a last stand to save what they can from the wreck. In these conditions the Russian mouth is opened as it never was before, and students meet in the rooms of their universities and in the presence of spies and the police cry out for the destruction of the dynasty.

It is impossible not to assume that this spirit has permeated the circles of the military and the police as well as among the various classes in civic life. It cannot be doubted by any studious observer that the full scope of the Russian sentiment for democracy is not yet fully estimated and crystallized, and that if the crown would save a semblance of its glitter it must concede, and concede, and concede again. The divinity that doth hedge about a king is being shifted anew.



AROUND THE CAMPUS

The University of Illinois has recently issued a complete record of the alumni of the institution, together with much other material of a historical and biographical nature. This Alumni Record is a volume of 710 pages, containing thirty-one pages of annuals of the institution, biographies of 2,540 baccalaureate, twenty-six graduate and thirty-two honorary alumni; of 284 members of the faculty, past and present, not graduates of the University of Illinois; of seventy-seven members of boards of trustees, and the names and addresses of 374 students who were given degrees in 1906. It contains also a directory of alumni associations, and a geographical and a biographical index. There are five illustrations, and an introduction by President James.

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An ancient custom disappeared at Yale when the exclusive senior societies stopped wearing their pins displayed. The three, Skull and Bones, Scroll and Key, and Wolf's Head, have removed their pins from sight, Scroll and Key being last to give up wearing insignia of the craft.

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Students, faculty and alumni of the Harvard Medical School are uniting to raise \$10,000 to purchase a life annuity for James Skillen, who is about to retire after faithfully serving them as janitor for 29 years. One-half the amount has already been subscribed. When Skillen was made janitor, in 1877, Dr. Oliver Wendell Holmes was at the head of the anatomical department, and in many details of his work and in lectures was assisted by the janitor. The friendship between Dr. Holmes and his assistant was always strong, and even intimate. "James," the author said to him several times, "you are a slave to duty. And that is one of the highest kinds of service any one can perform for the betterment of the world."

The omission of the old custom of the Yale freshman-sophomore rush through York street in front of the freshman dormitories is taken by Yale undergraduates to mean that the faculty of the university will try to prevent the turbulence on the city streets which brought the freshmen last year into disrepute and led to general complaint on the part of citizens and numerous clashes between students and the police. Owners of private dormitories had police officers on duty all night, and blue coats were posted every fifty feet until long after midnight. The abolition of the rush also did away with any street disturbance and the hazing of freshmen was done in the college dormitories and with much noise. The mettle of the freshmen may be tested later on and several plans for this are on foot, even to a revival of the Omega Lambda Chi, which the faculty abolished some years ago. The faculty of the Scientific School is enforcing its decision to abolish Freshman row in Temple street, one of the localities in which disturbances were so frequent last spring that the city attorney at one time held thirty complaints against students and brought a number of them into court. At the opening of the college year the anticipation is that the upper class men will exercise greater influence over the freshmen and sophomores and relieve the faculties of the several departments from enforcing a number of restrictions which had been thought would be necessary to keep order.

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A new plan for the help of poor students was started at Harvard when the new textbook loan library was thrown open. About 300 textbooks, covering most of the large courses in college, were collected by the social service committee last spring, and they have been placed in the Phillips Brooks house.

This number will be added to during the half year, and by the beginning of next year it is hoped to have a large library that will cover all of the courses in the university, and to have a large number of textbooks for the larger courses. The library is designed for the use of men who are not able to buy textbooks, and the books will be loaned for the time of the course. A small deposit will be required when they are given out, but the deposit will be refunded when the books are returned. This whole affair was undertaken and carried out by the undergraduates who make up the social service committee.

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A decision of interest to every American student who desires to enter Berlin University has just been made.

The recently issued catalogue of the university, containing the conditions for entrance, stated that on presenting diplomas from high schools or gymnasiums, all applicants except English and Americans would be required to show diplomas giving the degree of B. A. or M. A. Dr. Dickie, pastor of the American Church in Berlin, took up the matter with Dr. Althoff, head of the university bureau of the ministry of education. Dr. Dickie said to him: "Do you mean to say that American high school diplomas are not equal to those of Russian schools?"

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Dr. Althoff admitted that the order did not seem just, and remarked that it was not in line with the emperor's policy of promoting friendly relations with American and German universities. He suggested that Dr. Dickie confer with the authorities of the university. This was done, with the result that the rule now is that Americans desiring Ph. D. diplomas must show B. A. certificates, but those who intend to take only short courses need only to produce certificates issued by the United States ambassador.

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Last spring the financial secretary of Western College, Oxford, O., gave each

of the girl students a dollar and told them to return it to him with its earnings at the next college day celebration. The money will be devoted to the endowment fund. There were 240 of the girls who received a dollar each, and from reports there will be several hundred dollars returned from the dollar investments. One girl earned \$4 by selling garden truck; four girls went over to a Michigan summer resort, hired the launches and made \$100 running short lake excursions. Others did equally well. About \$50,000 is still needed to complete the \$250,000 endowment for the school, and this has been promised by Andrew Carnegie.

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A students' sick fund is the latest movement to be put on foot among the students of the University of Kansas. For some time a committee from the faculty have been working for the establishing of such a fund at the university, but nothing definite had been done. The recent diphtheria scare in Lawrence brought the matter to a head and representatives from all classes, the fraternities, eating clubs and other organizations of the university met to discuss plans for the adoption of such a scheme. The sentiment of the meeting was entirely in favor of the movement and a committee was appointed to meet with the faculty committee on health and draw up plans for establishing a fund.

The general plan upon which the committee is working is to make a voluntary assessment of 50 cents from each student, which entitles them to free medical and hospital services. There has been no general epidemic among the students of the university for years, and the establishment of a sick fund is taken purely as a precautionary measure.

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The directors of Memorial Hall at Harvard are facing a new problem: How to police a thousand students. That, and more, is the number of men who take three meals daily in the great dining hall of Harvard, and whether or not to try to discipline them is now the question.

For 800 men to pound the dishes when a man comes into the visitors' gallery without removing his hat has been, in the words of a recent ivy orator, "the custom from time immemorial." Scenes of the wildest commotion have ensued when a visitor, not realizing the cause of the first disturbance, has removed his hat in deference to the applause and then replaced it on his head. But this year the disturbance is not confined to such cases alone. The mere appearance of a visitor, male or female (and oftener in the case of female visitors), is the signal for the pounding to begin, and it was kept up with increasing vim till the visitors retreat in dismay and disorder.

The management of the hall has so far vainly taken all the steps in its power to restrain such demonstrations, and as a result on the dinner menu card has appeared a notice to the effect that the directors were empowered to expel at once any member of the Harvard Dining Association "for disorderly or ungentlemanly conduct." The directors may, as a last resort, be compelled to close the gallery to all visitors during meal hours. But this step will not be taken if it can be avoided, for the custom of admitting sightseers to this gallery is as old as the hall; and the view from this point during the dinner hour is esteemed one of the most remarkable sights of the university.

It is believed by many that the disturbances originate with groups of freshmen who do not understand that the sport is to be indulged in only at the expense of the unlucky guest who ventures in without taking his hat off. The undergraduates themselves are indifferent about it as a whole, though there are some who are warmly opposed to the custom of being placed on exhibition at meals, for the benefit of people who wish "to see the animals feed," as they phrase it. All the upper classmen, however, are opposed to the indiscriminate rapping on tumblers at the appearance of any guest, and the moment it begins they also begin to cry, "Freshmen!" "Shut up!" and "Cut it out," which only increases the confusion, and is inter-

preted by the bewildered visitors as a personal comment on their exterior or behavior.

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Professor John Grier Hibben contributes to the Alumni Weekly a report on the progress of Princeton which contains a summary of present conditions that should be of interest to every son of Old Nassau. These reports will be made through the columns of the Weekly three times a year. In the present article Professor Hibben devotes much space to the changes that the last few months have made on Princeton campus.

"Many changes," he says, "have taken place. Unless one has visited Princeton in the last three or four years, he can have no adequate conception of the improvements. The line made by Little and Blair halls on the western border of the campus is being extended along University place as far as the observatory, and it is expected that the extension of Blair Hall will be finished by next February. It will accommodate about thirty students.

"Patton Hall, the gift of the ten classes from 1892 to 1901, inclusive, has been completed and was opened for occupancy this fall, with rooms for about 150 students. Extending the impressive line formed by Blair, Little and the new gymnasium, this dormitory is a handsome addition to the campus, on the east side of Brokaw field. It is hoped that by next spring ten additional classes will have given another dormitory, to be erected to the south of Patton Hall, and forming, with Patton Hall and the gymnasium, a quadrangle around Brokaw field.

"McCosh Hall, now under construction, is also in the Tudor-Gothic style of architecture—an imposing lecture and recitation hall much needed at Princeton, and a fitting memorial to the late President McCosh. It is situated parallel to and a few feet north of McCosh Walk, extending from Marquand Chapel to Washington street, with an L on that street, and forming the beginning of a quadrangle to inclose the academy lot. It is hoped that a portion of McCosh

Hall will be available for use at the beginning of the ensuing second term.

"The grading of the rear portion of the Passage property, making it a part of the campus, has been completed. This is the property on Nassau street between the Guyot and the Carpenter lots. It was presented to the university last spring by a number of alumni.

"Princeton Lake, the gift of Mr. Andrew Carnegie, will be approximately three and three-quarters miles long, one end at Kingston and the other at the Pennsylvania Railroad crossing above the basin. Its width varies from 300 to 1,000 feet, the entire area of the lake being approximately 1,200 acres. This enterprise has no official connection with Princeton University, but will add greatly to the enjoyment of the students, beautifying the place and affording them an opportunity in the spring and fall for sailing and rowing, and in the winter for skating and ice boating. The dam at Kingston is now completed, and it is expected that the water will be in the lake before winter."

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In an effort to give all freshmen a chance to "start even" and to reduce still further the opportunity for class and "prep school" politics, the athletic committee has decided to cut away from the sacred class policy at Yale and to have the freshman football team managed by members of the junior class. There are several reasons why this change was needed. In the first place, the elections must necessarily occur early in the year, and it is almost impossible for an entering class to become well acquainted in the short period prior to the freshman managership elections. Freshman politics was the natural result, men from the large preparatory schools usually received the elections because they were well known by their classmates at school, and the man who came from a small school and therefore comparatively unknown at first, did not have a chance.

Furthermore, the men who have been elected managers of their freshman associations have almost invariably become

managers of the corresponding university associations. Nearly all of the managers of recent years are said to have been excellent men for their positions, but this does not alter the fact that it is bad for a man to be practically assured of an important university office within a comparatively few weeks after his arrival at college. The new policy meets with general approval and will be put into force for the freshman crew and nine, if it works out successfully.

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Harvard is looking for a mascot to take the place of John the Orangeman, who died in the summer. His daughter, Katherine Lovet, aspires to succeed him, and so does "Butler" Walker, the leading "hot hog" man in Harvard Square. Student sentiment is all for Katherine. She is likely to sell the peanuts, while "Mugsey" Shuegrue, her urchin helper, will do the customary consigning of Yale to a somewhat milder climate.

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Princeton University last month commemorated the 160th anniversary of its founding. The university is the outgrowth of Log College, founded by William Lambert, who was born in Ireland, educated in Edinburgh, ordained a priest, and who, on coming to America, became a Presbyterian. The original college edifice, called Nassau Hall, 176 feet long, 50 feet wide and four stories high, was at the time of its erection the largest building in the colonies. Among the chief collegiate buildings are Nassau, Alexander and Blair halls, Marquand Chapel, an art museum, a museum of geology and archaeology and the Halstead Observatory. The library contains nearly 250,000 volumes and the students number over 1,500. From the time of its foundation Princeton has been the stronghold of Presbyterianism in this country. Under Dr. James McCosh Princeton grew from a comparatively small college to one of the leading universities of the country. Dr. McCosh was one of the old school Presbyterians, and during the formative period of scientific religious thought held

firmly to the old line theology of the Calvinistic creed. With the death of Dr. McCosh and the advent of the Rev. Dr. Francis L. Patton as president of the institution in 1888, the philosophic administration of Princeton underwent a distinct change. Dr. Patton recognized the necessity of taking into account the discoveries of modern science as factors in religious thought. He remained a strict Presbyterian and Princeton a strictly Presbyterian institution, but at the same time encouraged the investigation of religious creed along the modern lines of science. When Dr. Patton retired, in 1902, Professor Woodrow Wilson, the well-known historian, economist and sociologist, was elected to succeed him.

At the time of the one hundred and fiftieth anniversary a movement was started for developing the university that has made this decade a period of the most remarkable growth in the history of Princeton. During this decade the endowment has almost been doubled, the increase being from \$1,677,871.17 of total endowment in 1896, to \$3,284,000 in 1906. The area of the campus has more than doubled, having increased from 225 acres in 1896 to 538 acres at present.

The enrollment of students has increased steadily year by year, from 1,045 in 1896 to the 1,384 given in the last issue of the university catalogue. And the number of alumni in the classes graduated during the last decade is equal to the number now living of all the classes graduated previous to 1896.

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A new prize in mathematics has recently been established at Columbia in memory of John Dash Van Buren, Jr., who died shortly after his graduation in 1905. The prize is to be the annual income on \$5,000.

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The alumni of the University of Illinois are to have a magazine, probably a quarterly, to be launched as soon as arrangements can be made. Frank W. Scott, who has recently completed the

first edition of the Alumni Record, has been chosen editor.

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The freshman directory at Harvard shows a registration of only thirty-four first year men in the Lawrence Scientific School. There are no first year special men in this department this year. Last year there were seventy-four first-year regulars in the scientific school and sixty-four first-year specials. On the other hand, there is a gain of just about one hundred freshmen in regular standing in the college and about seventy-five more first-year college specials this year than last.

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Unless the students of Northwestern University show an unexpected disapproval weekly segregated chapel services will be instituted. One day out of every week the men students and the women students will gather in separate halls for the daily religious service. The faculty has announced its intention to follow last year's experiment, which met with success only after the objections of 100 coeds, who went out on a strike for their right to mingle with the men, were overcome.

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Freshmen of Chicago University in the future are to wear emblems of their verdant stage in the form of green hats. The headgear has been prescribed by the members of the sophomore class, and the "freshies" accordingly will have to endure it. The edict has gone forth that Chicago University, even if smelling a little of varnish and fresh woodwork, must have customs, and the green freshman bonnet is only one of a series of made to order traditions which are to be carefully unboxed as time goes on.

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An important step was taken in Harvard debating recently when it was determined to make the debate with Yale, which will be held in Sanders' Theater this fall, open to all members of the university. Heretofore an admission charge of fifty and seventy-five cents

has been charged to all the intercollegiate debates. In recent years the attendance to these debates has been very slender and the new scheme has been adopted in hopes of reviving interest in them. The expenses of the university will hereafter be defrayed by a general student subscription, each man being asked to contribute one dollar.

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The New York State College of Agriculture at Cornell University has received a gift of \$30,000 for the foundation of six agricultural scholarships. Tuition in the college is free to students from New York State, and the scholarships will be a substantial help toward living expenses. Director L. H. Bailey says that other gifts for the same purpose are expected. The scholarships will be awarded through competition.

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Fifty ghosts who did the wierd dance of the Brocken in flowing sheets under green shrouded lamps at the Western Reserve University Hallowe'en night, surprised a ghost in peg tops in the middle of the dance, and held him prisoner for three hours.

It was the junior Hallowe'en party of the year. Sheets and pillow cases, smuggled from the dormitories, moved through the east end after dark. They all went to Clark Hall. There was a guard at the door. She knew voices like a book. Emilie came in a pillow case. Dorothy "just floated" in a real long sheet. The man slipped by when traffic was heavy. He tiptoed to a corner. Doors were barred, lights shaded, and the whirl began.

The Brocken dance criss-crossed with a George Cohan chorus, leaped into the classic, and nudged back down again into the commonplace of the Edison record. They hummed. They whirled. One ghost sat in the corner, longing for a cigarette.

On with the dance. All was abandon. Then the grand march began. All fell in, even the peg top intruder. He was a mystery before. He reached for his pockets. The secret was out. The sheet

prevented. Three girls sprang upon him. "Snip." The lights were on and he was unmasked. Three hours later he got away. On the campus it is said he escaped with a few bruises and a couple of blushes.

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Of the Columbia students who have to earn their education, the girls are earning a little more than the men. During the summer vacation the girls who are working their way through college earned an average of \$117.10 and the men earned \$113.43. Thus, says the Philadelphia Record, is mere man crowded further and further toward the wall by triumphant woman, who beats him in studies, earns more in vacation, takes his job away from him, and finally marries him.

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Cornell undergraduates, for the first time in history, held an open convention for the direct nominations of candidates for senior president, and two men were nominated. More than 235 men attended, the greatest enthusiasm was manifested and the two factions that tried to dominate were snowed under. Nominations are being made by petition. This is considered the most important event in the history of Cornell undergraduate life. The fraternity ring is broken, the old-time bosses are dazed and beaten.

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Hazing of freshmen is branded as undemocratic, un-American and unfair by the sophomore class of the University of Illinois in resolutions which will be sent to members of the state legislature. The class declares that the custom tends to injure the name and prospects of the university and advises other methods of supervision for the newcomers. The "sophs" are usually the leading hazers and this action will probably end hazing altogether at the state university.

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The sixteenth annual report of the Yale Alumni Fund Association, which will shortly be published, shows actual

contributions of \$114,419, or somewhat less than was reported at last commencement. It far exceeds any previous year, surpasses the year 1904-5 by \$60,944, and makes the contributions to date \$376,190. Of this, \$190,305 has gone to the alumni permanent fund, and the rest to annual income. There are 378 more contributions than in 1904-5, the total number having risen to 2,875.

As was expected, the "reunion" class give the largest amounts, the class of '66 giving \$9,873; '76, \$15,000; '81, \$25,000 '86, \$15,000, and '96, \$5,524. The association has asked that \$10,000 of the amount given to income be appropriated to increase of salaries of the teaching staff. The fund has become of the utmost importance to the university, not merely owing to its size and regular annual payment, but to its flexibility and adjustment to annual needs. Some complaint has been heard, however, in regard to using the commencement reunions as a time for seeking contributions to that and other Yale funds.

The new residential catalogue of Yale graduates will soon be published. It will not contain this year the summaries and other residential statistics, and they will be printed in the next volume to appear two years hence. On a basis of returns for about 99 per cent of living Yale graduates, it will show about 13,500 such graduates, the Yale graduates dead and living now numbering about 23,000. In occupations, which the catalogue will return, the tendency of Yale graduates continues somewhat away from the professions and into business.

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The report of the committee on employment for students at Columbia University, which has just been issued, shows that during the last academic year Columbia students earned \$104,240. The amount earned in vacation, if included, would make this sum much larger.

Five hundred and eighty-one students applied for aid. Of this number only thirty-eight failed to obtain employment. The students each earned from \$50 to \$500. The amount mentioned in the report includes the earnings of only 313

students, as the rest failed to make reports.

Of the 313 students there were twenty-seven women who earned \$3,059, an average of \$117 apiece. Some worked in offices after college hours; others did tutoring. A small source of income that is open to Barnard girls is the Students' Exchange, where fancy work and candy made by the students find a ready sale. One girl, in Barnard, beginning by making things for the Students' Exchange in her junior year, was able in her senior year to pay her entire expenses.

The students in the graduate schools have the largest incomes, averaging \$284. The law school men come nearest to the graduate school, averaging \$202.

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Cornell thinks that it is big enough to stand on its own feet without aid and assistance of any other university. For some time past it has been the custom of various Ithacan authorities, the Cornell Sun among others, to hold up Princeton as a model for Cornell life. This year's senior class has taken the lead in discrediting this habit, and the Widow has an editorial comment on the matter that is being widely read. It runs as follows:

The Cornell Widow has a deep-rooted and lingering affection for Princeton University, and so has Cornell University as a body. But when we come down to our shredded wheat biscuit and hash in the morning, surrounded by that atmosphere of irritable nervousness which generally precedes an 8 o'clock, we object strongly to having the Cornell Daily Sun inform us, day after day, that we must do so-and-so because it's done so-and-so at Princeton. Cornell University has rustled along for some time now on her own lines; and at the time of this writing the average person seldom asks how to spell "Cornell." The Widow firmly believes that this university is old enough and self-reliant enough to exist for another generation or two without instituting the customs of any other univer-

sity. It has been suggested that if the Sun does not hold that belief, it might found another university, to be called Princeton, Jr.

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Miss Elsie Plantz, daughter of President Samuel Plantz of Lawrence University, Appleton, Wis., and Irwin W. Church of Menominee Falls, a graduate of the last class of Lawrence University, will receive Carnegie hero medals because of their work during the winter of 1904-1905 in saving the lives of three Lawrence girls who had broken through the ice in Fox river.

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The proceeds from the *Agamemnon* of Aeschylus, produced under the direction of the Greek department at Harvard last June, amounted to between \$4,000 and \$5,000. The money will be devoted to the uses of the department. The palace built for the play, which cost about \$2,500, was sold for \$1,750 to the class of 1906, and was used at the stadium exercises on Class Day in place of the temporary structure usually built to enclose the curved part of the Stadium. The class of 1906 expects to sell the palace at a reduction to this year's senior class.

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There will be a number of changes at Harvard this year and some important innovations. The new graduate school of applied science, the creation of the late Dean N. S. Shaler and his colleagues, will begin its first year of work. This year not many men are expected in the school, as the courses of study require preliminary work equal in scope to that required at present for the degree of bachelor of science. No dean of the new school has been named, nor has a dean of the Lawrence Scientific School been named to take the place left vacant by Dean Shaler's death. In the course of three years the old Lawrence Scientific School will have become wholly merged with the present Harvard College and the two departments will be conducted under one head.

A new department of comparative lit-

erature has been founded, with courses open to both graduates and undergraduates, requiring no linguistic knowledge other than English. Courses in the new department will be given by Profs. Wendell, Schofield and, in the second half-year, by Prof. Bliss Perry.

Another innovation is the new system of tuition fees for men in the college and scientific school. Under the old system there was a flat rate of \$150 for all men. Now the fee is \$150 a year for four courses, except in the freshman year, when a man is allowed to take five. For additional courses an additional fee of \$20 a course is charged, thus making the rate for a man finishing in three years the same as that for one finishing in four.

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A course of training of Sunday school teachers will be part of the curriculum of the Chicago Kindergarten College, according to an announcement made by Miss Elizabeth Harrison, the director. The course has been arranged for Sunday school teachers who are desirous of adding physiological insight and definite pedagogical methods to their study of the Bible. A class in pedagogy and Bible study forms part of the course. It will be in charge of Georgia Louise Chamberlin.

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The Musical Union of Harvard University, which is composed of all the musical organizations, is planning the erection of a new building in connection with the centennial celebration of the Pierian Sodality. A building committee has been appointed to consider plans and a subscription committee will soon be formed to raise the necessary funds for the new structure.

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The entire class of 1907 in the Agricultural College at Fort Collins, Col., has been engaged by H. E. Bullock, president of the Malleable Iron Company of Chicago, to go to work on his plantation in Old Mexico as managers of his various departments. Bullock's "farm" in Mexico is a remarkable one, fifty miles

long, in a wonderfully fertile valley within shipping distance of the City of Mexico. The farm is well stocked, and two young men from the dairy school will have charge of a dairy with 1,000 cows. Two of the young men will go as hog experts, and over 1,000 hogs will be intrusted to their care. Bullock examined the machinery at the college for up-to-date farming, and will take several of the boys to do his farming by machinery. There are 40,000 acres to be irrigated on this ranch, a large portion of which is to be put into grain, and 130,000 acres of virgin soil is to be cultivated. Much of the work is to be done by traction engines and gang ploughs, such as are used at the college.

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Cabling from Pekin, the correspondent of the London Daily Times says that the annual examination of Chinese graduates educated abroad shows that of nine candidates who gained the Chinese doctorate eight studied in America, the first being a Cantonese who was graduated at Yale University.

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James Hazen Hyde, of New York, whose gifts to Harvard for the promotion of interest in the French language and culture already include the foundation of the annual Cercle Francais lectures, a large number of books and special gifts and prizes, has offered this year a cup, to be awarded to the winning team in a Harvard-Yale debate in French, to be held in Cambridge under the auspices of the Cercle Francais. His wish in this gift is to stimulate interest in the French language on a different side from that now represented by the annual Cercle Francais play. Four men, to be selected by competition, will constitute each team, and a call for candidates has already been issued.

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The fact that American ideals are penetrating the earth was brought to notice at Notre Dame University recently by the receipt of an application for a catalogue of the university from a native of Egypt. The card is written in English,

red ink being used by the writer. It is directed to the president of the university and reads as follows:

"Assiout, Egypt—President of Notre Dame University, Notre Dame, Ind.—Dear Sir: Please for the sake of God be kind to me by sending your catalogue. Thanking you for this great favor. Yours Credently,

"MOURCOS HUNNA HABASHEY."

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A dispatch from New Haven informs us that nearly every student at the commons table in Yale University is or has been violently ill as a consequence of eating chicken hash, which was the principal dish at last Wednesday's breakfast, says the Chicago Inter Ocean. As many of the students as were able held a mass meeting, decided that ptomaine poisoning was the cause of the violent illness among the students, and placed a solemn ban upon chicken hash at all Yale tables hereafter.

Now, the chances are that chicken hash had nothing whatever to do with the violent illness of the students, if they were violently ill, or with their mild illness, if they were even mildly ill. The human race has been eating chicken hash, mainly at the breakfast table, as far back almost as it has been eating anything, and it is one of the most remarkable facts of history that chicken hash eaters are as a rule among the healthiest people. A cursory glance over the lives of some of our most conspicuous men will show that most of them at one time or another in the course of their career were addicted to eating chicken hash. There are conditions under which suspicion must naturally attach to chicken hash. One of these is where chicken is served in no other form. No boarding-house which makes it a rule not to serve chicken for dinner should serve chicken hash for breakfast. It may not be noticed by the boarders at first, but in time it creates a bad impression.

When boarders are graduated from boarding houses and college commons, and set up for themselves, they often wonder why it was that they had chicken hash so often and chicken in any other

Society of American Mechanical Engineers, and Dr. Alexander C. Humphreys, president of Stevens Institute of Technology, delivered the principal addresses, and Provost Harrison conferred honorary degrees upon twelve distinguished engineers.

The building dedicated is the largest of the seventy buildings now occupied by the University of Pennsylvania, having a frontage of 300 feet and a depth of 210 feet. It is of fire-proof construction, and the equipment is of the most modern and approved type. The exterior is of dark brick, with limestone trimmings, and while the general architectural treatment is of the English-Georgian school, and in accord with the keynote given by the dormitory buildings and later university halls, it is in a quieter vein. There are three stories, with a basement covering a third of the entire building, the total floor area being 128,000 square feet. The heating is by direct steam; the ventilation by electrically driven fans, and the lighting by electricity. In the east and west wings ample space is assigned to the engineering museums, while the rear of this floor is set aside exclusively for additional drawing-rooms, which, like those just beneath, will have the full advantage of a north light.

The engineering department of the university was established in 1874, but the constant increase of numbers in the classes of the departments has necessitated their moving into more spacious quarters three times since their founding. The departments this year have a total enrollment of nearly six hundred students and a teaching force of forty. The new quarters which will be occupied this fall are believed to be the finest and most complete laboratories of their kind for instruction in engineering.

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The late George W. Harris of Boston has given Brown University a valuable collection of books in memory of his father, Luther M. Harris, who was graduated from Brown in 1861. George Harris has been well known as a connoisseur and collector of works of art

and its literature. The gift includes over 3,000 volumes. In addition he has given a fine lot of paintings, pieces of sculpture and exquisite designs in pottery, glass and bronze. Among the paintings are a Rembrandt, a Tintoretto, a Valasquez, an Andrea del Sarto and a Murillo.

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Woodbury F. Langdon of Plymouth, N. H., a graduate of Bowdoin in 1853, has offered to the trustees of the college his estate on Asquam Lake, N. H., on the condition that it be held for the use of the college faculty. Mr. Langdon and his brother, the late John L. Langdon (Bowdoin, 1857), are grand-nephews of Hon. John Langdon, former governor of New Hampshire.

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The first decisive step in establishing an industrial school for the colored people of Worcester (Mass.) was taken recently, when surveyors laid out the lot for the temporary structures of the college on the land of the Massachusetts Afro-American society on Clark street. Two years ago the trustees of the proposed college bought 100 acres of land from Oran A. Kelly, and since then the matter has apparently dropped out of sight. The trustees got a price of \$30,000 on the land, and are paying off the debt. Up to recently the trustees did not feel that the finances on hand warranted the beginning of the work. The prospects now look bright, and the work will be rushed on. It is the intention of the trustees to open the college to 40 or 50 pupils March 1, 1907, and in May of the same year work will be begun on the permanent college buildings, which will cost about \$1,000,000.

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The interest which Germans all over the country have taken in the erection of the Germanic Museum at Harvard University has increased so greatly that material aid comes from German individuals and organizations not only in the United States, but also in Germany. The Germans in Boston have been very

active toward the success of this unique institution and various societies have in the past held concerts and entertainments that have swelled the fund of the Germanic Museum.

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The botanical department of the University of Illinois has just completed the purchase of the private herbarium of George D. McDonald of Peoria, Ill. Mr. McDonald devoted twenty years to the collection of it. In all, the herbarium has about 12,000 specimens, and all are flowering plants or ferns.

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Wellesley has recently received by bequest from A. A. Sweet, the sum of \$5,000, the income of which is to be applied to the purchasing of books for the department of Biblical history. From the estate of the late Moses Babcock of Sherborn, the college also has received a large and interesting zoological collection.

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At the last meeting of the trustees of Columbia University, the following gifts were announced. Towards salaries in the department of philosophy, \$1,250; from Mrs. James W. Gerard, to maintain the Martha Daly scholarship, \$1,000; from Rutherford Stuyvesant of the class of '63, for the department of astronomy, \$500; from an anonymous donor, for the department of clinical pathology, \$500; from Benjamin D. Lawrence of the class of '78, to maintain an annual scholarship in the School of Mines, \$250; from James Loeb of New York, to buy books for the library, \$175. It was announced that the Carnegie Foundation had granted the retiring allowances to Professor John K. Rees of the department of astronomy, and to Professor Edward H. Castle of the department of history, because of disability.

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A gift of ten thousand dollars from Miss Helen J. Sanborn has swelled the library fund of Wellesley to \$41,101. Miss Sanborn was graduated from the

college in 1884. It is still necessary to get \$79,000 to earn the \$125,000 endowment from Andrew Carnegie.

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Fire partially destroyed Trowbridge Hall, the young ladies' dormitory of Defiance college, Defiance, Ohio, early in the morning of Oct. 28, and fifty-six girls had a narrow escape. The loss is about \$10,000, fully covered by insurance. The building was dedicated a year ago and was the gift of Lyman Trowbridge of Defiance. It was modern throughout. The entire west end of the building was razed. The contents were not insured and the college will lose heavily. The building and contents cost about \$30,000.

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Subscriptions for the Butler College (Ind.) endowment fund are being received by the Commercial Club of Indianapolis, and nearly \$10,000 has been pledged for the enlarging of the institution. When \$50,000 has been subscribed there will be available for the college \$250,000, most of which has been promised by persons outside of the city, some of whom make it a condition that the citizens of Indianapolis shall subscribe \$50,000 before their gifts become available.

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Progress on the new building for the Harvard Law School, which was begun last spring, has now reached a point where the form and size begin to be apparent. The walls are up as far as the top of the first story, and work is being rushed to get the building in shape for winter. The new hall is situated on Holmes field, back and to the right of Austin Hall, the present law school building, and facing west. It will consist of a large central part with a small wing on the south side and a much larger wing on the north. The material is white, machine-tooled limestone. A subway opening into the basement will connect the building with the present law school. On the first floor there will be three lecture-rooms, two of which will be large and commodious. Also on this

floor considerable room will be given up to the book stacks of the library. The second floor will be occupied by two large reading-rooms and the main library room. The bookstacks will be in seven tiers, or floors, though in the other parts of the building there will be only two floors above the basement. It is expected that the building will be ready for use at the opening of the college year in 1907.

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Contingent upon his wife's niece dying without issue, James Connolly, of St. Louis, directed in his will, which has been filed for probate, that his estate go in equal portions to the following institutions:

Christian Brothers College, St. Louis University, Washington University, University of Missouri, Kendrick Catholic Theological Seminary, Joseph's Male Orphan Asylum, and the Christian Orphans' home.

The property is to be held in trust by his wife, Margaret, and the St. Louis Union Trust Company, the income to be paid to Mrs. Connolly. After her death the income is to be paid to her sister, Annie Moran, and after her death to his wife's niece, Grace Warner. Should the latter die leaving children, the income is to be used in supporting and educating them, and the principal is to be divided among them when they become of age.

Should the property go to the institutions, it is to be used to form perpetual funds for the support and education of poor persons and theological students.

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The contract has been awarded for the construction of the new girls' dormitory at the Oregon Agricultural College, Corvallis. The contract price is \$71,300. Work upon the new structure will begin at once and it will be ready for occupancy by the next fall term.

The dormitory when completed will have accommodations for 300 students. It will consist of a central structure with two projecting wings and it will be in the form of a "double L." The girls will

have their apartments in the wings and in the main building will be arranged the domestic science class rooms. The structure will be 278 feet in length and 103 feet in width. It will have three stories and a basement. The basement will be of concrete and the walls of Newberg pressed brick. There will be hot and cold water in every room.

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As a mark of appreciation of Lehigh University, from which he was graduated in 1887, from the School of Mines, Frank Williams has left his entire residuary estate to the institution in trust, the income to aid poor students. The bequest amounts to \$122,000 or more.

Mr. Williams entered the university as a poor boy. After graduation he made a fortune in business, largely through the establishment of firebrick plants in the western part of the state. He was only 35 years of age at the time of his death.

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Kentucky Presbyterians are to have a great Women's College. This was finally decided by the two synods of the State, the Northern Synod meeting in Louisville and the Southern Synod in Henderson. Each voted \$40,000 to assist in starting the project, which contemplates the use of Caldwell College at Danville and the erection of additional buildings on twelve acres of ground adjacent to the college. The Northern Presbyterians have already raised \$15,000 of the necessary \$40,000, as have the Southern Presbyterians. A committee of six was appointed by the Northern Presbyterians to raise the additional \$25,000 by April 1 of next year.

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Cornell University will shortly get a legacy of between \$100,000 and \$200,000 as the result of the death of Mrs. Howe, the sister of the late F. W. Guiteau. When Mr. Guiteau died he left the legacy subject to a life interest in favor of his sister. By the terms of the will the money must be expended in advancing and assisting worthy young men in pursuit of their studies. As soon

as the estate is settled the bequest will go into operation.

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Announcement was recently made before the Cumberland Presbyterian Synod that James Milliken has donated \$50,000 to Milliken University, of Decatur, Ill., for building a girls' dormitory.

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President R. C. Hughes of Ripon College, Ripon, Wis., has received a check for \$2,500 from O. H. Ingram of Eau Claire, completing the fund of \$7,000 subscribed for improvements in West College, Ingram Hall and Bartlett Hall. Mr. Ingram is a graduate of Ripon College and one of its greatest benefactors.

Dr. Hughes has also received a check of \$3,000 from Mrs. Chadbourn of Columbus. This is also to be applied to the \$7,000 fund for the repairs on buildings.

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The will of the late William Drury, just probated, gives to the city of Aledo, Ill., a college to be known as the William and Vashti. The sum of \$112,000, one-half the estate, was left for this purpose. The city offered a cash bid of \$6,210 and a fine geological collection valued at \$35,000, which was donated by William Marsh, Sr., in order to secure this legacy. By the terms of the will the college was to go to the city which made the largest cash bid. Aledo made the only bid and the administrator turned over the bequest to that place.

The institution will be of a polytechnic character. The main building will cost \$40,000. The board of control is to comprise the mayor, county judge, chairman of the board of supervisors, the county clerk and country treasurer and their successors in office. Work upon the buildings will commence at once.

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The locating board for the Christian University of Oklahoma has accepted the bid made by Enid for the institution. It is for \$85,000 cash, forty acres of land and a guarantee of 300 students to begin the first school year. This was the

highest bid and was selected in accordance with the rules, in that the best bid would be the successful one. The name of Oklahoma Christian University will be given the new institution. A charter will at once be applied for and the work of organizing the new school be mapped out. It is the intention to have the building erected and school open in September, 1907.

Rev. E. V. Zollars, of Hiram, Ohio, who has been in charge of the work, will continue to act at the head of affairs, and will superintend the plans and all construction work of the building. Rev. Mr. Zollars resigned from the Christian University of Texas to superintend this work. At first it was the idea of having a Bible school only, but when the size of the bids were known it was decided that an institution on a much larger scale could be established, and it was then decided to make it a university, with numerous departments. There will be literary, music, science and art departments, and other additions will be made as it becomes necessary.

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Another giant telescope is to be built, beside which, it is said, all now in use will be as pigmies. The new instrument is projected by Prof. George E. Hale, head of the astronomical research department of the University of Chicago and director of the Yerkes observatory from the time of its establishment until his removal to Pasadena, Cal., three years ago to take charge of the observatory on the summit of Mount Wilson. The announcement is made in the pages of Prof. Hale's Astrophysical Journal, issued from the University of Chicago press. The object glass of this new instrument, which is to cost \$40,000, will be a disk of glass 100 inches in diameter and 13 inches thick. This glass will weigh four and one-half tons. It is to be cast in France and ground and polished at Mount Wilson by Prof. G. Willis Ritchey.

This mammoth telescope was made possible by a gift to the Carnegie Institute, of which the Mount Wilson ob-

servatory is a part, of \$40,000 for the express purpose, by John D. Hooker, of Los Angeles. This fund will pay for the glass and all the expenses of making it a perfect mirror. It does not provide for the mounting, which must come from some other source.

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A site for Centenary College, to be erected at Shreveport, La., has been selected by the Methodist committee in charge. The site covers fifty acres of choice ground. A bonus of \$2,500 accompanied the tract. Large and modern buildings will be erected and the work will be pushed to completion as rapidly as possible. It is expected that the citizens of Shreveport and throughout the State will contribute liberally.

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The A. C. Stewart Memorial Chapel of Missouri Valley College, Marshall, Mo., was formally delivered to the board of trustees and dedicated on October 19th. A large procession headed by Gov. Joseph W. Folk, with prominent citizens in carriages, went to the college campus, where the board of trustees, faculty and alumni of the college were in waiting. All then went into the new chapel, where William H. Black, D. D., president of the college; the board of trustees and a large number of distinguished guests from all over the United States participated in the exercises.

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Little Rock has been selected by the Presbyterian Synod as the location for the new female college to be erected in Arkansas.

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By the will of the late Edward Wilson James of Norfolk, Va., the University of Virginia will receive \$200,000, with provision that for fifteen years to come the university shall turn over one-half of the income to the Confederate Soldiers' Home, Richmond, Va.

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The corner stone of the new Spokane College, being erected by the Lutheran Church in Manito Park, Spokane, Wash.,

was laid on October 8th. Lutherans of several nationalities were present at the ceremonies. Spokane College is the twenty-ninth institution for higher education established by the Norwegians of America in the fifty years since they began migrating to the shores of this country. This college is not to be a narrow sectarian or foreign institution, but truly American, broad in its teachings, and open to all.

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Colonel John F. Firch is the beneficiary of a Swedish Lutheran college to be founded at Coeur d'Alene, Idaho, according to a statement made by Mr. Firch himself.

"I have given to the general synod \$100,000 for the founding of a college. The city of Coeur d'Alene offered \$25,000 bonus and a ten-acre site, and this has been accepted by the general synod," stated Colonel Firch. "Work on the construction of the college will begin in the spring. The church has been promised the use of some of the old Fort Sherman buildings during the winter, and the college may be started in a few months, though the new buildings themselves will not be completed for about a year's time. In case it is possible to arrange it, several of the departments will be opened during the winter, though the college can not open up in proper shape until it has its own buildings. The new college is to be called the Firch College.

"It is also true that I have promised \$10,000 for the founding of a college in Asia. The new college there will be for the education of women only and will also be called Firch College."

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The Atlanta (Ga.) College of Physicians and Surgeons will open its fifty-second session Monday in its new building, which will be completed and ready for occupancy in a few days. The new building when completed will have cost in the neighborhood of \$100,000 and will be one of the handsomest in the South. The Carnegie Psychological Institute will be opened in about three weeks.

THE HAZING SEASON

Time, in his restlessness, has brought us back again to the season when the autumn haze, or rather the college haze runs riot over the land and demonstrates the priceless boon of education. The hazing period lasts until December, and until then the freshman's life is not his own. Ignoring that he himself was once the muttonhead of muttonheads, the lofty-browed, divinely appointed upper-classman forms himself into a commission to impress upon the "freshies" their unalterable social, mental and physical inferiority, and to inculcate into their aspiring bosoms a refined and commendable ambition to act likewise next year, if not sooner. The following, from the Baltimore News, is illuminative of the process of hazing:

"Keep your lamps burning till the bridegroom comes."

With clothes turned inside out, and made up as nearly as possible—and as expeditiously as the vigilance of the university authorities made necessary—in the role of the virgins of Biblical fame, four demure and thoroughly frightened Hopkins freshmen were marched gravely up Eutaw street yesterday afternoon by a band of stony-hearted juniors.

Three of the "freshies" carried small safety matches high above their bared heads to signify the lamps, while the fourth, his virgin efforts stimulated by repeated prods from the juniors, beat loud upon a pair of cymbals, the latter being temporarily exalted to this purpose from their usual service as lids to ash cans.

This fantastic procession, which was witnessed by scores of person along Eutaw street, marked the beginning of the hazing period at the Hopkins. The "freshies" had been taking their entrance examinations since the middle of the week, and when the last examination was over yesterday it was a signal for the juniors to begin to "dress down" the new men.

After being taken some distance up Eutaw street, the freshmen yesterday were escorted to a backyard borrowed for the purpose. The most docile of the four was then allowed to go, and attention was directed toward the other three. After an eloquent speech by the chief hazer, in which he sought by every device known to the art of oratory to impress upon the trembling trio their utter in significance and indisputable worthlessness in the college world, the first victim was ordered to mount upon a rostrum (improvised from a beer barrel).

Having been made to assume the posture in which Praxiteles carved his Mercury, the freshman was then ordered to make a speech on either of two topics—"Aerial Navigation in Eden" or "The Effect of Free Trade on the Manufacture of Milk Bottles." Unfortunately, he chose the former, and throughout his oration, things large and small navigated through the air in his direction.

"One of his classmates was then told to kneel at the speaker's feet, and when the oration had been brought to an abrupt close, demand was made for a duo rendition of "Waiting at the Church."

"By this time it was growing dark, and the third victim was released after being compelled to dance the cachuca on top of a cracker box."

Now, this is all very funny in print, and no doubt was immensely satisfactory to all participants, the victims excepted. But it will not bear analysis, at least not by any one other than an alienist. It seems necessary to education, though; just as necessary as foot ball hair; just as necessary as pipe-smoking; just as necessary as "boomalacker-boomalacker, siss boom bah!" Says one of our exchanges: "Any complaint against hazing would be peevish and unreasonable, and calculated to imperil the future of our embryo statesmen, captains of industry, our doctors, our legal lights, lit-

terateurs and professional athletes. So let them haze. They'll do it anyway."

The college freshman is still in danger of losing his limbs or his life simply because he is a freshman. Although hazing is not practiced as widely or as openly as some years ago, it still survives. Its worst features now, however, are kept secret, and only now and then some mad prank becomes public because its perpetrators could not conceal the injuries or the death of their victim. Instances continually come to light of hairbreadth adventures in which a hapless freshman almost loses his life, but of which nothing is known until the students implicated are graduated and the vow of silence during their college course which they have sworn is abrogated.

Recently at a certain Connecticut university the details came to light of a dare-devil escapade among members of a certain class which occurred many years before and in which one youth almost lost his life. It was not until the members of the class came back for a reunion that the secret got out. It was not until then that the good people of the town in which the university was situated awoke to the fact that there had been hazing of the most desperate character right under their very noses and they had known nothing about it.

It seems that when sophomores of this class corralled a party of freshmen one night and carried them off to a precipitous ravine back of the college one of the "sophs" obtained what he thought was a stout rope. After a "freshy" had been blindfolded this rope was tied around him, just under his arms, and he was let down from the precipice. Either the rope was rotten or it was cut by the jagged rocks of the cliff, for suddenly it parted and the youth at the end of it went crashing down into the abyss. In some marvelous way he clutched a stunted tree that grew out of the stones and saved himself. Otherwise he would have been dashed to death on the rocks below. All present promised secrecy, and so it was not until the class had been graduated that the story leaked out.

Among girls as well as boys the spirit

of hazing flourishes. At a school at Lafayette, Ind., several girls were put through such an ordeal that one of them nearly died from nervous shock. The girls were candidates for membership in a local secret society. According to the story of one of the victims they were blindfolded. Ice was then passed up and down their bare backs, and at the same time a redhot branding iron was applied to a piece of beefsteak, which caused such a sizzling and smell of burning flesh that they shrieked as if really tortured with branding irons. Afterward a dish of angle-worms was shown them, and on again being blindfolded they were told they must eat of the worms. At this command their persecutors forced down their throats great spoonfuls of hot macaroni. This made several of the girls sick, but the tortures were continued until all were prostrated.

A hazing escapade which ended in death was enacted not long ago at a large eastern university. At that time one of the tricks of the sophomores was to lead a freshman to the brink of a certain high cliff, blindfold him and then tell him to jump. If he had the courage to do so he would leap only to find himself caught a few feet away by a blanket held out by a half dozen sophomores.

One dark night some sophomores were making their victims go through this ordeal when one "freshy" lost his nerve completely. When told to jump he would quiver from head to foot until one of his persecutors began to jeer at him for his cowardice. Stung by these words, the youth suddenly made a lunge when the sophomores with the blanket were unprepared to catch him. Instead he dived straight down to the bottom of the abyss and crushed out his brains on the rocks below.

Some of the ceremonies of an initiation into certain college fraternities may be classed as hazing of the most nerve-racking order. Many instances are on record of young men being killed in this way. A few years ago at one of the larger colleges a student was killed in a hazing. He had been hustled blindfolded about the city streets by a crowd of upper class men, forced to climb lamp posts

and make speeches to passers-by, ring door bells, ask absurd questions of householders and run blindfold races down the middle of the street. The society chapter-house stood in a yard shut off from the street by a low iron fence. "Rushing" the candidate from the street into the yard some of the men ahead swung the gate back. The unfortunate candidate ran into this at full speed, the iron gate striking him with full force in the stomach, causing internal injuries that resulted in his death a few hours later. As the victim of this hazing was a well-known society man and very popular in college and the men who were responsible for his death were members of prominent families, the case made a great stir and resulted in the abolition of this kind of hazing for many years at that institution.

In a New England college some time ago the members of a secret society tried to hit on some new method of hazing their initiates. At last they decided on a scheme which it is safe to say was never repeated by that society, for it resulted differently from what was expected. The neophytes were made to undress and then one was compelled to lie outstretched on his back on a huge cake of ice. Not content with simply watching him squirm on the ice, his tormentors sat down on him and held him in a rigid position for fifteen minutes. By this time he was numbed through and through, his lips and fingers having turned purple and his face drawn as if it had been paralyzed. From the ice the victim was taken to a hot room, for his persecutors, becoming suddenly afraid they had carried the "joke" too far, foolishly imagined they must warm him up as fast as possible. Accordingly they poured hot water down his back and gave the poor wretch such a shock that he completely collapsed. Two months later he was dead.

Another story is told of a freshman in an eastern college who was led to the edge of a wharf and told to jump into the stream. When he refused his captors seized him and threw him in. The body struck the water with a great splash and with a laugh the sophomores began to

bet where the bedraggled head would emerge. But no head appeared. The laughing ceased and at length two of the sophomores, fearing that some injury had befallen their victim, dived in and brought him to the surface. He was unconscious and across the top of his head the scalp was found to be torn in a long jagged line. The "freshie" had struck a submerged pile head first. He died without regaining consciousness.

In another eastern college a first-year man, five years ago, was put through an ordeal which would have resulted in a kindlier fate if it had killed him. While he had been in college about a half year a great wave of hazing swept over the institution and, despite organized effort to quell it on the part of officers and faculty, there were weird processions in the business section, parades of which a freshman in grotesque raiment and savage paint was the leader, while his captors marched gravely behind. There were midnight raids in hall and dormitory and the new scratches, bruises and blackened eyes which appeared almost every morning at chapel told of many a "scrap" of the night before.

One night a party of "sophs" learned that a freshman whom they had tried to lay hands on for some time had neglected to lock the door of his bedroom. Having quickly laid their plans, they stole stealthily up the stairs, and, rushing in, they made him their prisoner. With hoots and howls they pulled him out of bed and told him to perform a few "stunts." They made him eat soup out of a wash bowl without a spoon, "row for the shore" with a couple of matches and perform other tricks equally edifying.

Each command given him, however, he obeyed promptly and fearlessly. His tormentors could not devise anything too hard for him to do, until one of them, losing patience at not being able to frighten the lad, yelled out:

"Jump out of the window!"

Before any of the rest could restrain him, the freshman mounted the window sill and leaped into the dark. It seems he thought that there was a blanket held outside to catch him, and never for an

instant supposed that the command had been given merely as a "joke." The window was in the third story and the ground fully twenty-five feet below.

With blanched faces the sophomores gazed at one another, too overcome by what had happened even to speak. The sound of groans from without, the shuffling feet as of people hurrying to that body which each imagined he saw, bleeding, perhaps dead, on the sidewalk below, filled the minds of the hazers with the direst forebodings. When the sophomores finally roused themselves from their stupor and rushed downstairs they found the "freshie" in a pool of blood and just lapsing into unconsciousness. At the hospital the victim's father was sent for, the doctors worked over the body for hours and when they were finally rewarded by seeing the youth's eyes open one of them turned and whispered to the father:

"You ask for the truth, and, though it is cruel, I will tell you. We can save his life, but it will be useless to him. His spinal column is shattered. He will be an invalid for life."

As the students implicated were sons of influential families, the real causes of the freshman's injuries were suppressed. Instead, the story given out was that the youth fell from his window because of having lost his balance while sleeping near it. Thus what might have been held up as a fearful example to the hazers of the university and have put an end, for a time at least, to their cruel practices, was passed by as a mere accident, and the sophomores are still waging the same barbarous warfare on the freshmen as before.

The victim of this outrage may now be seen in the streets of a suburb of Philadelphia any fine day, sitting helplessly in a wheel chair, which a faithful negro trundles up and down the sidewalk.

A similar fate not long ago befell a student in a Pennsylvania university. He was caught one night by two sophomores, who blindfolded him and laid him on the ground.

"We are going to cut you in two," growled one.

"And then sew you together," murmured the other.

So saying, one man caught the "freshie" by the hands and the other by the feet, and they swung his body against the trunk of a tree. This hazing "stunt" is called "cutting a freshman in two," and is intended only to give the victim a smart blow on the ribs. But the sophomores miscalculated the amount of force necessary to thump their man harmlessly and cracked his body against the tree with such an impetus that they broke his hip. They made the youth a cripple for life.

In Germany the students point with great pride to the long seams in their faces where the sabers of antagonists have slashed them in duels. At the present time, however, the student in this country is not expected to go out into life with any scars to show as a guarantee of a completed education. Yet some of them do, and would they tell how they came by these marks they might relate many a thrilling instance of hazing of which even their closest friends are ignorant. In a college not far from Philadelphia, for example, two freshmen were thus marked for life as the result of hazing. Imprisoned by sophomores, they were led into a dark room, where all they could see was a roaring fire behind a grill work of iron bars. Before they could realize whether they were in this world or the next a voice above their heads shouted:

"Prepare to die. Beyond is the inferno. You are to be cast in headlong."

At these words hands from behind clapped bandages over their eyes and they were suddenly thrown forward. At the same time acid, that was intended to be diluted enough only to smart the skin, but not to burn, was thrown in their faces. The tormentors proposed only to give their victims the idea that they had been cast into fire, but their laughter at the yell which the men gave was suddenly hushed. The freshmen writhed in such an agony that the tendons of their necks and shoulders stood out like whipcords. The lights were turned on and it was discovered that acid of full strength had been used and that in places it had

burned to the bone. Fortunately the bandages prevented the acid from entering the men's eyes, otherwise they would have been blinded for life.

A flagrant case of hazing by thoughtless men happened only a year ago in one of the most prominent New England colleges. A man was tied tightly in a bear skin and rolled downstairs. The stairway chosen for this escapade was a long one and the victim did not roll straight. In the course of his descent his head struck against one of the stair posts and he was picked up unconscious. The ordeal resulted in a permanent injury to the man's nervous system and ever since that time he has had frequent attacks of vertigo.

It sometimes happens that freshmen are able to turn the tables on their sophomore inquisitors. This happened some five or six years ago in one of the small New England colleges, when the freshmen, goaded to desperation by bands of hazers, turned and hazed the sophomores. As they were more numerous than their foes, they found their victory a comparatively easy one. In fact, they treated their former persecutors with even greater severity than they themselves had experienced. On the back of one sophomore they even branded their class initials with a red-hot iron.

Another noteworthy instance of sophomores coming to grief in their efforts to "do up" freshmen was at the hands of a maiden landlady in a college town in Michigan. In her house a certain freshman had his rooms who was attacked at his desk one night by a sextet of sophomores. As soon as the landlady heard the uproar she rushed into the room and found her tenant at the bottom of a heap of struggling, squirming humanity. The sophomores were trying to cut the "freshie's" hair on one side of his head. In peremptory tones she demanded to know what was going on, but no notice was taken of her. Then, without any hesitation, she grabbed the uppermost man by the coat collar and with a hand which had had much experience in an unruly schoolroom, she shook the youth and hurled him out of the door. Before

he had landed on the sidewalk she had hold of the second. She treated him the same way, and before she herself realized what was happening, as she said afterward, she had thrown all the sophomores out. The freshman in that house was not disturbed again.

In a Connecticut college not long ago two freshmen were ordered to put on a masquerade costume, call at a prominent professor's house, seize him, carry him to the middle of the street and seat him in a mud puddle. The two men entered into the spirit of the thing, and when the professor's wife came to the door inquired if "Bill" was in. "Bill," which was the abbreviated form of the professor's Christian name, heard the inquiry and stepped to the door. Although their victim was a well-known author and scholar, the member of many scientific societies and the writer of several books, the freshmen seized him, carried him out and deposited him in the mud. Their identity was finally discovered and they were expelled.

At a college near Washington a member of the faculty was hazed in much the same way, but with far different results in the case. A tutor from South Dakota was the victim. He was invited out for dinner and his wine was "doctored" in such a way that it soon made him maudlin. He was then brought to the park near the Washington monument, dressed in grotesque fashion, and forced to deliver a speech and participate in other "stunts" of a similar character. But in the midst of the frolic he was violently tripped and as the result of his heavy fall he sustained a badly injured knee.

This prevented the tutor from taking his classes for a time, and instead he nursed his injured leg and crestfallen spirits. For several days he was confined to his room. The faculty of the university later learned the particulars of the outrage and the tutor lost his position. As it happened, he secured a position immediately in the Philippine service and is now teaching in those islands.

Hazing is sometimes as costly for its victim as it is dangerous. In Washington a young freshman was invited out by

some upper class men for an evening at a roadhouse called the "Ram's Horn," two miles from Brookland, in the District of Columbia. The party stayed there until 1 o'clock in the morning and the freshman was forced to pay all the expenses. The return trip was by foot to the trolley at Brookland. It was previously planned to suggest a short cut through a dense wood, in which there was a wet and swampy ground. The hazers knew the ground well and, getting into the midst of the thicket, they quickly seized and blindfolded the guileless freshman and left him in his dangerous surroundings. The night was dark and cold and he wandered helplessly about until morning, while his tormentors had no difficulty in getting back to the city. The freshman was finally discovered by a passing negro and directed to town. He was laid up in the infirmary for some days as the result of his exposure.

In commenting on the opening of the school year, the Chicago Tribune says:

Only a casual glance at the newspapers is needed to secure convincing evidence that the schools and colleges are open for the fall term. This impression is not gained from accounts of any undue agitation of thought waves. Nor is there special record as yet of any strange and interesting discoveries resultant from investigations of teachers or pupils in laboratory or library. Far from it. The information comes in an entirely different manner. For, after all, the stranger in America, forming his notion from the newspaper reports, would hardly reach the conclusion that the institutions existed for the purpose of stimulating study.

In the city of brotherly love the University of Pennsylvania reports a freshman lying in the hospital with a fractured skull and an eye so badly injured that sight may be lost. In Cleveland the "applied science" of a certain school was used by freshmen in nearly killing a sophomore who fell from a pole only to be pounced upon by the freshmen, who "filled his eyes and ears with tar, pushed

his face into the ground, and then battered him until he was almost unconscious." At Delaware two freshmen and a sophomore were carried from a fray unconscious. In Boston students attacked a policeman. In Chicago freshmen of a scientific school are painted by the sophomores and permitted to enjoy the luxury of sleeping in a barn all night.

Two things appear in these accounts of college affrays. One is the longtime rivalry of the freshmen and the sophomores, the latter seeking opportunity to get revenge for their own treatment a year before. The other is the feeling among students that they must be judged by a different standard from that applied to other disorderly persons. In city and country college alike the disgraceful affairs take place, disgusting many a friend of so-called "higher education" and reflecting greatly upon the ability for administration possessed by the officials of the institutions. Even the girls are affected, tidings coming from one school of the suspension of twenty-five who left their school without permission to witness a "rush" at the boys' college in the same town.

There is much allowance to be made for the exuberance of spirit of boys and girls. There is a fair amount of toleration to be given to the traditional desire to prevent the green freshman from becoming too important in his early college days. The jokes and "grinds" of the campus no doubt have much to do with shaping character and developing manhood. But there is no excuse for the brutality which seems to be epidemic this fall. Torn clothes, torn hats, black eyes, and bitterness are not valuable assistants to friendly feeling and mutual helpfulness. And it is occasion for rejoicing that, in some of the schools and colleges, hazing is being prevented by student initiative, the students themselves recognizing the harm done to the reputation of an institution by the brutal and demoralizing rioting which cannot be rightfully classified as "fun." Where such saner counsels do not prevail a rigid enforcement of law, with one

standard for student hoodlum and street rioter alike, would prove beneficial treatment.

Under the caption "Ruffianism in Colleges," the Brooklyn Union says:

"Isn't it about time our colleges, some of them at least, were put under some sort of supervision, as the great public utilities are, to see that they do right and give their patrons what they pay for? The supervision of the faculties in too many of them is evidently inadequate to control the students and suppress hazing, "rushing" and other forms of ruffianism indulged in by the young men presumably sent there by their parents or guardians to get an education which will enable them to shine as "gentlemen and scholars" in later life. A flagrant instance of this ruffianism is afforded by the University of Pennsylvania, where a freshman, on his first night at the institution, was brutally hazed by upper class men, beaten, and thrown over a balustrade, resulting in a fractured skull, while a blow in the eye may result in his losing that organ. The only satisfactory thing about the episode is that he and other freshmen who came to his aid, sent a number of the hazers to the hospital where he is confined.

"Acts like these cannot be regarded as mere boy's play, they are criminal, and the hazers should be arrested and tried by the courts of the state or city. "Students' pranks," so-called, are survivals of a past age, when either it was thought necessary to allow some latitude to young men in order to encourage them to become educated men—when educated men were scarce, or the rule of law and order was not so well established as now. It is stated that some of the more advanced colleges have succeeded in abolishing hazing and all forms of ruffianism within their precincts, and those who do not, or cannot do this must be considered behind the age, to be avoided by those charged with the responsibility of securing an education for their sons or those placed in their charge."

The Philadelphia Ledger, however, says, that hazing as practiced at the University of Pennsylvania is not only harm-

less, but a 'healthful and necessary institution.' We quote:

"Hazing at the University of Pennsylvania has assumed scientific and definite proportions. As it has existed this year, it has been acknowledged to be a healthful and necessary institution. Contrary to reports to that effect, no one has been seriously injured in any of the hazing matches. Upper classmen say that the freshmen have profited by the lessons taught them to a degree that makes them the best first-year class in years.

"Nearly all the hazing has been done in the dormitories this year. Large numbers of the freshmen obtained rooms there. The sophomores found out which rooms they were in and hauled them out for chastisement. This has often been supervised by juniors and even seniors.

"The punishment inflicted upon first-year men has been almost childish in its harmlessness. Freshmen have been collected in groups of five or six and compelled to sweep the pavements, their coats turned inside out. They have been tossed in rugs and blankets, but usually nothing so strenuous as this has been practiced. 'Tackling a match,' 'wrestling with temptation,' making speeches, trundling each other around the triangle in the trunk carriage, have been some of the tamer 'stunts.'

"At one time the freshmen painted their numerals in red paint in many places about the University. The authorities took up the subject and suspended Smith, the freshman president, for two days, at the end of which time all the big '10's had been removed by freshmen, under the supervision of the sophomores.

"The faculty has not changed its attitude toward hazing, but the attitude of the student body has altered. They are willing to practice the kind of hazing that does not cause injury, and so long as they do this the faculty has felt no reason for interfering. The Pennsylvanian has commended this kind of practice, and has advised that the freshmen be kept in subjection and taught proper respect for their elders."

The following from one of our college

exchanges, is fairly characteristic of the student sentiment in many colleges. It is entitled "Hazing—A Benefit":

"After one has passed through the ordeal commonly called hazing the popular prejudice against its practice seems ridiculous. It is true that hazing in the hands of some thoughtless fellows, ceases to be a benefit and becomes a crime. Such practice should be most severely legislated against and persons found participating in them should be most severely punished. The underlying principle, however, should not be condemned.

"Hazing should not be considered as a plaything, as some people try to make it. Neither should it give amusement to the one nor injury to the other. It should be treated as a most serious affair and must be restricted to certain definite lines, which should never be overrun. Under these conditions hazing becomes a benefit. It is this theory which is followed in those schools where hazing is recognized by the faculty or to be a benefit.

"In every college there are men who would make excellent fellows if properly started. Many of these lose out entirely, however, simply because they have too high an estimation of their own worth. They are generally students who have come from small towns, where they have probably led their class and have been looked up to by the town in general. These men, on entering college, treat the fellows whom they meet as though they considered them only second-rate fellows after all. Here again they believe they can "act smart" and that people *must* look up to them. It is this class of fellows who receive life-long benefit from systematic hazing, for in nine cases out of ten the man learns in a short time that he is only one of the many and a very small one at that. He also finds that he was extremely mistaken when he dreamed that college was all a good time and no work, and, that as far as knowledge went he and the professors were on the same level. He finds that there are vast fields of knowledge yet to gain and that college means a lot of hard, steady work. It is the 'Fresh

Chaps,' as the fellows call him, who are hazed. Men who have learned not to display their knowledge and have found out how to be a hale fellow well met with everyone, never know that there is anything distasteful about hazing and those men who do feel its sting come out better men for the ordeal.

"We believe that hazing, properly practiced, properly restricted, and entered into in the right spirit, is one of the healthiest and most lasting benefits that a student receives in those institutions where hazing is officially recognized."

Under the caption "College Rowdies," the New York Tribune says: "With the opening of the college year the usual reports of hazings and rushes and general ruffianism, organized or unorganized, begin to appear in the newspapers. * * * Such performances in a ruder day were part of the traditions of student life. They have been long abolished in the better American colleges, and students who indulge in them and institutions which tolerate them, instead of giving evidence of manly college spirit, merely record themselves as still afflicted with childishness. Real up-to-date college men do not do such things; only overgrown and underbred boys. The wise college presidents, both in large and small institutions, have effectually stopped these practices without sacrifice of the manliness of their students or any interference with the reasonable overflow of animal spirits. They have simply created a standard of gentlemanliness and civilization which does not permit self-respecting young men to imitate the manners of rowdies."

But college rowdyism must not be taken for college enthusiasm. There is nothing more inspiring than the college enthusiast. He represents what is lacking in the practical business world, unselfish enthusiasm. He shouts himself hoarse, disarranges his clothes and takes all sorts of mean flaunts with good grace, all because he is interested, heart and soul, in something which means nothing to him personally. The college enthusiast makes everything secondary to that over which he is enthused. He

shouts and laughs and shrieks and cuts all kinds of antics for mere joy.

He is jolly and the world has to be jolly with him or go unnoticed by him. Nothing is more inspiring to a man whose temperament is not soured by too much discouragement than the waving flags, the shrieking choruses, the bellows of the megaphones and the gay appearance of a football field. The man who discourages college enthusiasm is a grouch. He has seen so much of the world's dark side that it and it alone

looks good to him. The broad-minded man, the man who gets down and feels with the sorrowing and the joyous, can do no less than give his silent approval and, if he still retains some of the spirit of youth, is apt to even so far forget himself as to become undignified, in the orthodox sense of the word, and "yell." College enthusiasm is one of the most admirable results of the modern day college. It is worth encouragement because it is joyous. Fortunately it is contagious.

AMONG THE FACULTY

Dr. Andrew Fleming West, one of the best known educators in this country, and since 1901 dean of the Princeton Graduate School, is looked upon to become the new head of the Massachusetts Institute of Technology as the successor to Dr. Henry S. Pritchett, it being regarded as almost certain that he will accept the formal invitation of the executive committee recently tendered. It has been known for some time that Dr. Pritchett has been very anxious to have his successor appointed in order that he might be at liberty to give his full attention to his work as chairman of the Carnegie Fund committee.

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Professor West was born in Alleghany, Pa., May 17, 1853, his father, the Rev. Nathaniel West, having been prominent as a clergyman. After study in private schools at Brooklyn and Philadelphia, Dr. West entered Princeton, from which institution he was graduated in 1874.

After his selection as professor of Latin at Princeton in 1883, he attracted great attention among educators by reason of his writings on educational questions. In 1883 he received the degree of Doctor of Philosophy from Princeton, in 1897 that of Doctor of Laws from Lafayette, and in 1902 the especial distinction of Doctor of Literature from the University of Oxford, in England. He has been president of the American

School of Classical Studies at Rome since 1901, and has otherwise been signally honored in educational societies.

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A memorial to William Rainey Harper from the presidents of the leading universities of the country has been received at the University of Chicago. The memorial is engraved on parchment, and pays tribute to Dr. Harper as a scholar, a thinker, an administrator, and as a man.

It is signed by Benjamin Ide Wheeler, University of California; D. J. O'Connell, Catholic University of America; Granville Stanley Hall, Clark University; Nicholas Murray Butler, Columbia; J. G. Schurmann, Cornell; Charles W. Eliot, Harvard; Ira Remsen, Johns Hopkins; David Starr Jordan, Leland Stanford; James B. Angell, Michigan; Charles C. Harrison, Pennsylvania; Woodrow Wilson, Princeton; E. A. Alderman, Virginia; Charles A. Van Hise of Wisconsin, and Arthur T. Hadley, Yale.

The memorial has been placed over President Harper's desk in Haskell Hall.

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The board of overseers of Harvard College have ratified the action of the president and fellows in electing as dean of the Lawrence Scientific School, and in that capacity as the chief administrator of the reorganized departments of applied science in Harvard University,

Wallace Clement Sabine, A. M., professor of physics in the University.

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Professor Sabine is a scientific investigator of established reputation, a high authority on the subject of architectural acoustics, a teacher whose instruction is characterized by painstaking accuracy, lucidity and stimulating power, and an intense personal interest in his pupils, and a man of tried administrative ability as chairman of the department of physics. Although not an engineer in the ordinary professional sense, Professor Sabine's work has brought him into close relations with engineering problems, and he will bring to his new duties a comprehensive and intelligent interest in the whole field of applied science.

Professor Sabine was born at Richwood, O., in 1868. His college education was obtained at the Ohio State University at Columbus, where he received the degree of A. B. in 1886. He then entered the graduate department at Harvard and received the degree of A. M. in 1888. In 1889 he was made assistant in physics, was promoted in the following year to an instructorship, became a member of the faculty in 1892, assistant professor of physics in 1895, and professor of physics in 1905. While his time and interest have been almost entirely given to teaching and research and to the administrative work which has fallen to him as a member of the faculty, he has been frequently consulted by architects and others dealing with practical problems of acoustics, especially in the constructions of public halls.

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Professor Henry Ferguson, head of the history department, and Professor Charles Johnson, head of the English department, at Trinity College, Hartford, Conn., have resigned from their positions. Cecil F. Lovell, M. A., a graduate of Queen's College, Toronto, is now professor of history. Professor Lovell is well known as a lecturer in university extension work. He came to Trinity from Bates College, where he held the chair of history and political

economy. He is the author of "Italian Cities" and "Some Studies of the Renaissance." At present Professor Lovell is contributing a series of monographs to the Chautauqua Society on "Makers of the British Empire." There will be no marked changes in the history department.

Dr. Maurice Francis Egan, president of the Catholic University of America, has been appointed as a member of the Board of Commissioners, succeeding Secretary Bonaparte.

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It is reported that Professor James Rignall Wheeler of the Greek department at Columbia University will be the next director of the Museum of Fine Arts, succeeding, temporarily, J. Randolph Coolidge, who assumed that position when Edward Robinson resigned about a year ago. Mr. Coolidge has been anxious to be relieved for some time. He took the appointment with the understanding that it was only temporary. The trustees refuse to affirm or deny the rumor that Professor Wheeler will be the new director. A long time ago overtures were made to Professor Wheeler, with the virtual understanding that he would be offered the position if there was any likelihood that he would accept. At that time the New Yorker was unwilling to consider the tentative offer. The renewal of the rumor that Professor Wheeler is to be the man makes it probable that he has reconsidered the matter.

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Dr. T. M. Taylor has resigned the position of instructor in chemistry at Oberlin College, which he has held for the past five years, to become a member of the faculty of the Carnegie Technical Schools at Pittsburg. His place will be taken by W. H. Chapin, 1904, who has resigned a fellowship in chemistry at the University of Pennsylvania to remain at Oberlin.

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W. O. Freebenger of New Haven, Conn., has been appointed an instructor in the academic department of English

and law at the United States Naval Academy at Annapolis, Md.

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An unusual honor has been conferred on Charles F. Chandler, professor of chemistry at Columbia University. Fifty years ago he received the degree of Ph. D. from the University of Göttingen. At the expiration of a half century the same university reawarded the degree to Professor Chandler. Dr. Knapp, of the College of Physicians and Surgeons, is the only other Columbia professor who has received a like honor.

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J. Laurence Laughlin, professor of political economy at Chicago University, delivered last year a series of lectures in Germany in connection with the interchange of professors between Germany and America. The subject of the lectures was "Industrial America," and they will be published in book form under that title to present different phases of the industrial problems now occupying public attention in the United States. The comprehensive character of the book is shown by the titles of its chapters—American Competition with Europe, the Labor Problem, the Trust Problem, etc.—finally the present Status of Economic Thinking in the United States.

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The celebration by Professor Eduard Zeller, who is ninety-three years old, of the seventieth anniversary of his promotion to the doctor's degree, taking place simultaneously with the retirement of Professor Kuno Fischer, eighty-two years old, from Heidelberg University, and the completion of his seventieth year by Professor Johannes Ranke, once more suggest the probability that brain work is conducive to longevity.

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Dr. Harry Fielding Reid, professor of geological physics at the Johns Hopkins University, was appointed special delegate by the State Department to represent the United States at the annual meeting of the International Seismographic Association, which met in Rome October 16th. Dr. Reid was a member of

the commission appointed by the Governor of California to investigate the great earthquake in San Francisco. Dr. Reid will be the only delegate from the United States.

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Miss Adelaide S. Dwight, who has been teaching in the school at Talas sustained by the Woman's Board of Missions, Boston, has been obliged to return to this country for a season on account of ill health. Miss Agnes M. Lord, who has had care of the American school for girls at Erzroom, in eastern Turkey, has resigned her position and returned to America. Miss Caroline E. Frost, a teacher at Umzumbe, Africa, has come being graduated from the Pittsburg High School she entered Vassar College, from which she recently was graduated.

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Professor Muirhead of Harvard is taking an active interest in this country in the furtherance of Lord Monkswell's Atlantic union, formed to promote friendly personal and social relations between American and British statesmen, artists, authors and educators. Among the council of this union are "Ian MacLaren," Conan Doyle, Lord Coleridge, the Earl of Aberdeen, H. A. Jones, Anthony Hope, the Earl of Elgin and many other British notables. Sir Walter Besant really founded the union.

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Charles F. Chandler, professor of chemistry at Columbia University, has been honored with the degree of Ph. D. by the University of Göttingen. Fifty years ago Dr. Chandler received the degree first. At the expiration of half a century the university reawarded the degree. Dr. Knapp of the College of Physicians and Surgeons is the only other Columbia professor to have received a like honor.

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Dr. James W. Bright, of the Johns Hopkins University, has completed an edition of the Gospel of St. Luke in the West Saxon. This is his fourth in his series of books in the English of the

tenth century. He is also at work on several other volumes.

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At the annual meeting of the board of trustees of the Chautauqua Institution, New York, Professor Vincent of the University of Chicago and principal of the Chautauqua was elected president of the institution.

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Dr. John G. Coulter of Chicago has been selected by President David Felmley and a committee of teachers of the State Normal University, Normal, Ill., to succeed the late Professor Buel P. Colton. Dr. Coulter is the son of Dr. John M. Coulter, the distinguished botanist of Chicago University. Professor Colton's successor is a graduate of Lake Forest and the University of Chicago, and has won a name for himself in this same line of work. He was sent by the government to make a botanical and biological survey in the Philippines.

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Dr. Alexander Petrunkevitch, head of the department of zoology at Indiana University, Bloomington, during the absence of Professor C. E. Eigenmann, who is in Europe on a short leave of absence, is a member of the Russian nobility. He is a son of Ivan Petrunkevitch, the leader of the Constitutional Democratic party, and one of the leading officers of the Douma. While an instructor in the University of Moscow he was assistant to the head professor of zoology who was also president of the university. During the student disturbances in 1899, when the president caused the arrest of 2,300 students, Dr. Petrunkevitch wrote a private letter to the president resigning his position, and explained his motives. In some way the letter found its way into print and was widely read. The party in power was displeased, and he was forced to leave Russia. He went to the University of Friburg, where he successfully passed his examination for his doctorate. In 1903 Dr. Petrunkevitch came to America as lecturer on biology at Harvard University. He has a thorough knowledge of Russian,

French, German, Latin, Greek and English. He is recognized as one of the best zoologists in the country, and his work is proving popular with all his classes.

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The Rev. Edgar W. Work, pastor of the First Presbyterian Church, Colorado Springs, has been elected president of the new Presbyterian college, which the synod of Colorado and Wyoming, at a meeting recently held, decided to locate in the Westminster College building near Denver.

Dr. Work is one of the best known Presbyterian ministers in Colorado, and has taken a leading part in the educational work of the church. He was at one time a member of the faculty of the university at Wooster, Ohio.

It is expected that the new Presbyterian college will begin its work in September, 1907. It has not yet been decided whether the course will consist of a college curriculum, or the more extended one of a university. The only conditions named by the donors of the Westminster building, which has been donated to the Presbyterians and which is said to be worth \$200,000, is that the board of directors shall raise \$50,000 for its maintenance. This condition, it is said, will be met with little difficulty.

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Dr. John F. Goucher, president of the Woman's College of Baltimore, has sailed for a tour of the world. During his absence the position of the president in all academic functions will be filled by Dean John B. Van Meter. Should any occurrence cause the absence of the latter, Dr. William B. Hopkins, professor of Latin, will succeed to the office.

Dr. Jerome Schneider, the last living

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member of the original faculty of Tufts College, and professor emeritus of the Greek language and literature, celebrated his eighty-second birthday at his home on College Hill, Medford. All day long the venerable scholar and teacher received visitors, among them being undergraduates, members of the faculty and

alumni of the college, and likewise received many telegrams from Tufts men, who showered their old-time instructor and friend with congratulations and good wishes. Many of these messages were from men prominent in all walks of life. During the past year Professor Schneider, after fifty-one years of active teaching, was made professor emeritus and pensioned under the Carnegie fund. He was born in Basle, Switzerland, Sept. 30, 1824. From the schools of his native city he went to the gymnasium and later to the pedagogium to prepare for a university course. From 1842 to 1850 he studied at the universities of Basle and Berlin. In 1854 he came to the United States and became a member of the faculty of Tufts. He served under Presidents Ballou, Miner, Capen and Hamilton, and has seen Tufts grow from a small college to a university of 1,000 students.



Frederic A. Ogg of Cambridge is the new instructor in history at the College of Liberal Arts of Boston University. He succeeds Henry K. Rowe, who resigned recently to accept an assistant professorship in history at the Newton Theological Seminary. Mr. Ogg was graduated from the University of Indiana in 1900, with high honors, being a Phi Beta Kappa man. He received the degree of Master of Arts from Harvard in 1904. He is a member of the American Historical Society, the American Geographic Society and the Beta Theta Pi fraternity. He is the author of several books, among which is "The Opening of the Mississippi." Fordham's "Narrative of Frank in the West" was also edited by him. Besides giving a history course at Boston University Mr. Ogg lectures in history at Harvard and at Simmons.



Miss Edith M. Wallace, instructor in biology at Western College for Women, Oxford, O., has resigned because of poor health. Dr. Etoile Simmons of Chicago University, has been elected to fill the vacancy. Dr. Simmons received the degree of bachelor of arts at the University of

Kansas, in 1895, and the degree of doctor of philosophy at the University of Chicago, in 1905. She is a member of the scientific fraternity, Sigma Pi, and was this year elected member of the American Association for the Advancement of Science. During the year 1895-1896 she was principal of the Kansas State School for the Blind, a position she resigned the following year to teach science in the Lawrence High School. After five years spent there, she accepted a position as instructor in science in Marshall, Minn. This position she left in 1902 to enter Chicago University for post-graduate work where she remained for three years. Last year, Miss Simmons taught botany in Northwestern University and in the High School of Evanston, Ill.



An addition has been made to the faculty of Colorado College, Colorado Springs, in the appointment of W. L. Sclater as director of the college museum. Mr. Sclater was educated at Winchester and Oxford, taking his M. A. degree in the latter place. He studied at Oxford under Professor Mosley. After graduation he taught for one year in University College, Cambridge. In 1887 he went to India, where he acted for four years as deputy superintendent of the Indian Museum in Calcutta. Returning to England, he taught for years in Eaton College. He later went to South Africa, where for ten years he was director of the South African Museum at Cape Town. After extensive traveling in the southern part of Africa Mr. Sclater came to Colorado Springs. He has published a series of volumes on the fauna of South Africa, four volumes on mammals and four on birds. He has also published various articles on biology in different English, South African and Indian journals.



The Women's College, of Baltimore, has appointed Miss Caroline Shawe as purveyor for the college, a new office, the duties of which are to have charge of the scientific and sanitary administration of the entire establishment.

THE JOYS OF STUDENT LIFE

The career of a young American at any of the country's colleges or universities today is an interesting one and well worth the student's time and money expended there. At eighteen years of age, say, he has completed a four-year course in some secondary school at a private academy, or some flourishing high school. He does not need to make the long journey to his future college in order to be examined for entrance, but finds in the distant town or city where he lives a local entrance examination conducted by a representative of his intended college. The days and exact hours of examination and the examination papers are the same as for the examination held at the college. His answers are sent on to be marked and estimated. In a week or two he receives notice of his admission to the freshman class.

When the long summer vacation is over he sets out for his college. Having passed his entrance examination, he is now entitled to secure rooms in one of the dormitories, or else to find quarters outside of the college campus in town. His name is duly enrolled in the matriculation book and his student career begins.

He usually comes with an earnest purpose to study, or at least to be regular in all his attendance. His newness and strangeness naturally pick him out for a good deal of attention on the part of the older students, especially those of the sophomore class. He is subjected to some good natured chaffing, and perhaps to little indignities. If he takes it good-naturedly, the annoyance soon ceases. If, however, he shows resentful or is opinionated or vain his troubles are likely to continue.

Unfortunately it is not impossible they will culminate in some act of mean treatment, known in the college parlance as "hazing." The entering freshman is too often like the newly-arrived slave men-

tioned in *Jacitus—conservis ludibrio est*; and it would be little comfort for him to know that in this respect he is also a lineal successor of the *hyaunus*, the freshman "fledgeling" among the students of medieval Paris.

But the daily round of college exercises demands his attention, and in the class room he begins to pass through a process of attrition more beneficent in its spirit. Under the steady measuring gaze of the instructor, and the unuttered but very real judgment of his classmates who sit about him, he begins to measure himself and to be measured by college standards.

Probably for the first time in his life he is compelled to recognize that he must stand solely on his merits. The helps and consolations of home and of the limited circle in which his boyhood was fostered and sheltered are far away. He is learning something not down on the books! and what he is thus discovering is well pictured in the words of a well-known professor:

"There is a fair field to all and no flavor. Wealth does not make for a man nor the lack of it against him. The students live their lives upon one social level. There is a deep-seated intolerance of all snobbishness and pretension. The dictum of the 'varsity field, 'No grandstand playing!' obtains in all quarters of the undergraduate life. It signifies no cant, no affectation in manners; no pretense in friendship. This is the first and the enduring lesson which the freshman must learn. He learns and he forgets many other lessons, but this must be held in lively remembrance until it has become a second nature."

But he has many discouragements. He is passing out of callow youth toward manhood, and his classmates are in the same situation with him. Here is the impulse which suddenly sweeps the whole entering class together in intimate comradeship. And so he starts out with

his companions on the ups and downs of his four-year journey.

No wonder so many college graduates say freshman year was the most valuable of all; it was surely the hardest. His college comradeship continues and constitutes his social world. Day after day, term after term, they are thrown together in all the relationships of student life. In the class room, at the "eating clubs," at the athletic games, in the Greek letter fraternities, in the musical, literary and religious societies, in scenes of exuberant jollification and careless disorder, and in endless criticism of the faculty or of the various courses of study in everything, how their frank and unconventional ways constantly surprise and bewilder the commonplace American philistine.

You may pass across the lawns of many a campus at any hour of the day in term-time, and rarely is there a time when some student life is not astir. Some are walking by twos or threes toward the lecture hall to the punctual ringing of the college bell. Others are thronging to fill the "bleachers" at a base ball or foot ball game that is about to be played on the college grounds. The different varieties of the college cheer startle the air, and afford some color of excuse to the ingenious hypothesis that our student cheers are derived from Indian warwhoops.

Or else when they are assembled in the chapel exercises a decorous but not always solemn audience, the capacity of "simultaneous emotion" appears, and perhaps shows itself in the sudden sensation that sweeps across the chapel like a slightly rustling breeze in response to an inopportune remark of some inexperienced visiting clergyman.

Or in the moonlit evenings of October, the time when the trees are turning red and yellow, their long procession passes to and fro, singing college songs. Truly the American collegian is brimful of the gregarious instinct.

In addition to this ever present gregarious comradeship which environ and inspires him, the entering freshman finds the deeper intimacies of close individual friendship. As a matter of course he

has some one most intimate friend, generally his roommate. Side by side they mingle with their fellows. They stand together, and, it may be, they fall together, and then rise together. And thus the class is paired off, and yet not to the lessening of the deep class fellowship. Here indeed is a form of communism, temporary and local, but most intense. They freely use things in common, not excepting the property of the college. The distinction between *meu* and *tuum* does not hold rigorously. The doors of their apartments are commonly left open; sometimes a latch-string is ingeniously arranged so the door can be opened from the outside. Money, however, stands on a different basis from other valuables. It is freely loaned for an indefinite time, but is strictly repaid. A student who lends his fellows money at interest cannot live in a college community.

The American student, unless he is an unusual recluse, takes some part in athletics. If he is not able to win a place on the foot ball team or base ball nine or crew, which represents his alma mater in inter-collegiate contests, he is very likely to be found playing ball in some organization improvised for the day, or trying his hand at tennis or golf. He has still other interests outside the curriculum.

He may be a member of the voluntary religious society of the students. Perhaps he gets a place on the glee club, or dramatic club. He may become one of the editors of the daily college papers or of the monthly literary magazine. Then there are the circles for outside reading and discussion springing up around the course of study, as well as societies which train in speaking and debating.

Perhaps he may even win the distinction of representing his college in an inter-collegiate debate or at the State oratorical contest, and success in debate and oratory is always highly coveted by the student of today. The contestants are greatly honored, for oratory and athletics form the principal bond of union between the different colleges and give their participants inter-collegiate distinction.

Until the student passes out of the freshman year, he is not always free to choose what kind of clothes he will wear. In some colleges freshmen are not allowed to wear the colors, except on rare occasions. But as soon as he becomes a sophomore he is free to do as he likes.

The closing months of the senior years pass swiftly. His class procession is preparing to march out into the world, and there take its place in the world.

What has he acquired in the four years?

At least some insight into the terms and commonplaces of liberal learning and some discipline in the central categories of knowledge, some moral training acquired in the punctual performance of perhaps unwelcome daily duty and some reverence for things intellectual and spiritual. He is not only a very different man from what he was when he entered, but very different from what he would have been had he not entered.

He is wiser socially. He is becoming

cosmopolitan. Awkwardness, personal eccentricity, conceit, diffidence, and all that is callow or forward or perverse have been taken from him so far as the ceaseless attrition of his fellow-students and professors has touched him. He is still frank and unconventional. But he has become more tolerant, better balanced, more cultivated and more open-minded, and thus better able to conduct himself and others.

This is the priceless service his college has rendered him. It is little wonder his student affiliations last.

As he goes out to take his place among the thousands of his fellow alumni it is natural that his and their filial devotion to their academic mother should last through life. He will return with his class at their annual or triennial or decennial or later pilgrimages to the old place. No matter what university he may subsequently attend, here or abroad, his college allegiance remains unshaken.

THE BUSINESS CAREER AND THE PROFESSIONS

It seems fair to say that where one young man makes a distinct success of a professional career no fewer than a hundred young men are equally successful in business. This may be explained perhaps to some extent by the fact that there are many more persons engaged in business than in professions, but after this has been allowed for, the success in business is very much more frequent than the success in professional life.

It is perfectly apparent that the kind of talent which is required for professional success is quite different from that which the young man may employ to advantage in business. The same kind of character, of course, is required of every successful man. He must be honest, truthful and fair, to reap the full measure of success in life, in whatever paths his interests may lie. But so far as talent alone is concerned, that which enables a man to succeed in a profession may often be wholly inadequate to

success in business, and that which brings success in business may bring no satisfactory reward in a profession.

To be a successful lawyer or doctor, a young man must have more than industry and diligence and application; he must have some peculiar adaptability, or it would be better to say, perhaps, that he must have some distinct genius for his work. A merely industrious, diligent, faithful worker in law or medicine will doubtless earn a good living, but the prizes of distinction will be beyond his reach.

Now, as for the young man entering upon a business career, it may be predicted of him from the beginning that if he has a fair endowment of the more than ordinary virtues or talents, and if he is honest, painstaking, enterprising and energetic, that young man will succeed. We have all seen such young men rise steadily, and often rapidly, to the highest places in the business world.

It is not absolutely necessary for a man to be highly educated to be a success in business. On the contrary, hundreds of our most successful merchants have had only an ordinary schooling. However, I would advise and encourage every young man to get a business school training, if possible, before he embarks in mercantile life. It will certainly stand by him later on. Natural ability and shrewdness are very important factors in the makeup of a business man, and go a long way in shaping his business career.

The average young man who starts in business makes more of a success in life, gets more satisfactory returns for the expenditure of energy, leads a busier, more comprehensive, more interested life on the whole than the average young man who devotes himself to a profession.

We cannot all be geniuses; some of us must be "business men." As a matter of fact, the most of us will have to be content to be numbered among those who must rely for success in life upon the commoner virtues, the more ordinary talents. It would seem, therefore, the field that offers the richest rewards for those virtues and those talents is the field of business. If a boy is possessed of striking powers of mind, let him by all means be trained for a profession in which he can display these gifts, but my own observation leads me to believe that there is a great waste of useful human material involved in the effort, which has become so general among us, to try to make great lawyers and doctors out of young men who have no genius for such things, but who have plenty of talent that would enable them to succeed in the broader field of business.

AN INDUSTRIAL SCHOOL EXPERIMENT IN THE SOUTH

Located on a hill overlooking Columbus, Georgia, in a settlement but a year old, which has grown from a wide expanse of vacant lots to a manufacturing city with three thousand inhabitants and two large factories, is the nucleus of a school, an industrial experiment, embodying a new idea, located in a new town, where there are people who are new to the South.

When completed there will be eight buildings on the campus of the school, each devoted to one of Columbus' several industrial activities. The buildings will be grouped in a quadrangle, with the main building in the center. Devoted entirely to the study of cotton mill machinery, the textile building, the department of the school expected to furnish the cotton mills of this city with all classes of labor, will receive the most attention from those back of the institution. Here the sons of the present cotton mill operatives will learn to be skilled weavers of both plain and colored goods of the finest qualities. Four years' training in this building will give the students

sufficient training to command, within a short time after they re-enter the mills, wages as good as their fathers are now drawing. The breaker room, the card room; the spinning room and dye house will all be supplied with labor from this textile building, which will graduate seventy or eighty boys a year, as well as turning out a large number who have taken only a part of the course, but who cannot continue the work.

With the advent of the manufacture of fine cotton goods in the South, there is a great demand in all mill cities for experienced dyers. The Secondary Industrial School will endeavor to supply the mills with all the labor of this class needed. In addition to a knowledge of dyeing, the graduates of this and all other textile departments will be well drilled in the fundamental principles underlying the various processes in the manufacture of cotton goods.

Child labor legislation and the great demand for skilled labor in the South are responsible for the founding of the Secondary Industrial School here in the

heart of one of the most important centers of cotton manufacture in the South. Children under 14 years of age will not after January 1, 1907, be permitted to work in any factory in Georgia. There will be thousands of boys and girls between 10 and 14 years of age forced out of the factories and into the schools. The grammar schools of the state are already overcrowded, and many of the factory children will not find places. In large cotton mill centers this will work a great hardship, and the real purpose of the child labor bill, passed by the Legislature in June, will, in nearly all the large cities of the state, be defeated, for a time at least, by the lack of public school facilities.

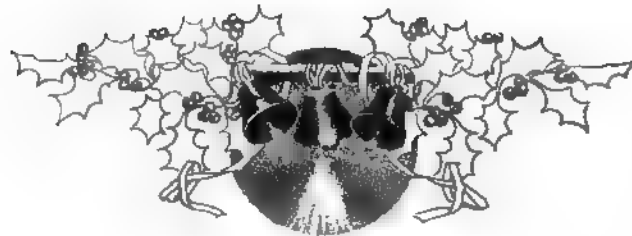
Realizing that child labor legislation was inevitable, the manufacturers of Columbus, led by G. Gunby Jordan, president of the Eagle and Phoenix Cotton Mills, founded the Secondary Industrial School, a distinct departure in the field of education. Its purposes are twofold, to offer the children of the three thousand cotton mill operatives of Columbus an education in trades in which they have already had practical training, and to furnish the mills and factories of this city and vicinity with skilled labor.

Governor Joseph M. Terrell, of Geor-

gia, George Foster Peabody and Robert C. Ogden, of New York, were present at the laying of the cornerstone of the first building of the Secondary Industrial School. In an address made on that day, Governor Terrell remarked that a far-reaching step forward had been taken by Columbus. The entire group of buildings forming the school will be completed in about two years.

Italian and German immigrants are being sought by the foundries of Georgia. The Secondary Industrial School will have a special department for teaching the children of any foreigners who may come to Columbus to settle, trades which they will be able to follow in the industrial plants of the city. For this work there will be a foundry, blacksmith and machine shop.

As it is located in one of the largest cotton manufacturing cities in the South, the school will perfect the textile course as the most necessary one. At the same time, that the idea embodied in it may be successfully worked out, students will be prepared in all industrial courses, that every factory in Columbus may be benefited. Domestic arts, including sewing, cooking and housekeeping, will be taught to girls. Shorthand and typewriting will be taught to both boys and girls.



EDUCATIONAL NEW NEWS IN BRIEF

The Federation of the French Alliance of the United States and Canada has designated Anatole Le Braze, professor of literature at the University of Rennes, to deliver a series of lectures in America upon "Provincial France." Viscount Georges d'Avenel has been selected to be Hyde lecturer at Harvard.

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Today Harvard's endowment amounts to \$189,000,000, that of Chicago \$20,000,000, and that of Leland Stanford to possibly twice as much. The annual budgets of at least four of our American universities have passed the million-dollar mark, and the annual expenditure of a dozen others amounts to half that sum.

~ ~ ~

The late George W. Harris of Boston bequeathed to Brown University a splendid collection of over 3,000 books, in memory of his father, Luther M. Harris, who was graduated at Brown in 1861. George Harris was well known as a connoisseur and collector of works of art and its literature.

~ ~ ~

Serious trouble has developed among the pupils of the public schools of McKeesport, Pa., because of an attempt to allow three little Negro girls to sit at the same table with the white girls while they eat their midday lunches. Many white children have been taken from the schools and it is feared that all of the whites will be taken out if the Negro children are allowed to remain. When the white girls first complained, Superintendent J. B. Ritchey got another table and the Negro girls were told by the white girls to sit at that table. But they objected and told their parents. The latter called on Professor Ritchey and demanded that their children be permitted to sit with the whites.

~ ~ ~

The New York Board of Estimate in an executive meeting agreed upon a tentative budget for the coming year,

which, it is understood, will show an increase of about \$9,000,000 over the budget for this year, making a total of about \$125,000,000. The increase will not add to next year's tax rate for the reason that the normal growth of the real estate valuations of the city will more than provide for the added expenditure. The heads of departments asked for increases amounting to over \$20,000,000.

~ ~ ~

Plans are being perfected for the relocation of Henry Kendall College, now located at Muskogee, I. T. The school is owned by the Presbyterian church. It was established twenty years ago as a mission school for the Indians. The church will sell the property, which is valued at \$100,000, and turn it into an endowment fund for a new college to be located at some other point.

~ ~ ~

Dartmouth is building the two new dormitories necessary to complete Fayerweather row. A temporary dormitory is being built back of Hubbard House, to meet the needs of the incoming class.

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Plans are under way for the establishment of a Presbyterian college in Colorado. The purchase of the old Westminster college buildings, near Denver, is under consideration.

~ ~ ~

A new prize at Harvard, called the Philo Sherman Bennett prize, the annual income from \$400, is offered this year for the best essay on "The principles of free government."

~ ~ ~

The Divinity School at Tufts College, in view of the endowment of \$100,000, received from Albert Crane of New York, is named the Crane Theological School in honor of Mr. Crane's father, Thomas Crane.

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It is announced that the dedication of the new University of Maine Library

will probably take place on Nov. 2. The principal address will be delivered by Hon. Elmer E. Brown, United States Commissioner of Education.

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School boards of cities of the first and second class in Kansas will not be allowed to employ relatives or members as officers under the ruling of the attorney-general just issued. The law relating to the employment of relatives is a part of the law relating to school districts in the country. For years it was held that this provision did not apply to the boards in cities of the first and second class. In examining the school laws today it was found that this provision was made many years ago in the general school statutes. The opinion says that the degrees of relationship prohibited are husband and wife and son and daughter. If relatives are employed it must be by the unanimous consent of the board, or the member who employs them must be responsible for the compensation.

~ ~ ~

In commemoration of his 75th birthday, Count John A. Creighton, one of the founders of Creighton University of Omaha, Neb., has deeded to that institution two buildings in the wholesale district worth about \$500,000. They will pay the university about 5 per cent.

~ ~ ~

Dr. Carr, head of the New York College of Dental and Oral Surgery, at No. 210 West Forty-second street, New York City, has decided to erect a new fireproof college building. The cost of the structure is estimated at \$200,000.

~ ~ ~

Plans have been prepared for a college to be built at La Salle and North avenues, opposite Lincoln Park, in Chicago, where three lots have been purchased by the Chicago Night University. The building will be nine-story, of fireproof steel construction, with exterior of pressed brick and stone and cost \$100,000.

~ ~ ~

Plans for a railway college with an endowment of approximately \$6,000,000, are outlined by Ernest R. Dewsnap, professional lecturer on railways of the

University of Chicago, in an article on "Railway Education" in a book, "Railway Organization and Working," issued from the university press. Professor Dewsnap declares that such an institution, financed by the railways centering in Chicago, is a probability and that the money is in sight.

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Work has been started on the new dormitory at Wesleyan University which is to take the place of Old North College, burned last March, and the contractor promises to have the building ready by the opening of college next fall.

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The technical college at Bristol, Eng., the destruction of which by fire was recently reported, was a modern structure, opened only twenty-one years ago, but its roots are ancient, for it was founded by the Merchant Venturers, an association which takes us back to Sebastian Cabot, for whom Bristol has a monument on its highest hill. There are no new Americans to discover in these prosaic days, but the Merchant Venturers survive—a close guild with large revenues devoted for the most part to charity. The college, the original cost of which was \$275,000, will be rebuilt without delay.

~ ~ ~

Jesse Knight, a well-known Mormon residing at Provo, Alta., has donated 500 acres of choice farming land in southern Alberta, to the new agricultural college of the Brigham Young University.

~ ~ ~

Receiver John C. Fetzner of the Milwaukee Avenue State Bank, Chicago, has received a restitution check for \$25 from Rev. C. K. Preuss, president of the Luther College, Decorah, Ia., who, through his secretary, said that a year ago Paul O. Stensland had contributed \$25 to the college library. The president declared that he believed it would be wrong to keep the money and returned it with the request that it be used for the benefit of the creditors. "If a few more men would follow this example we could pay out one hundred

cents on the dollar," was Mr. Fetzer's comment.

■ ■ ■

The Sibley graduates of 1904, 1905, 1906 and 1907 at Cornell have voted to erect a memorial to Dr. Thurston, late director of the college. A large part of the funds is already available.

■ ■ ■

At the quarterly conference of the Methodist church, in session at San Marcos, Texas, it was decided to enlarge the capacity of Colonal College in that city. Agents will be put in the field to raise funds for the purpose.

■ ■ ■

An article published in the New Orleans Times-Democrat, widely copied, has drawn attention to the new marvel of education for the defective. The case is that of 11-year-old Maud Scott, who was born blind and deaf, and who up to her seventh year lived in a cradle without the first beginnings of normal existence. She was then taken to the institution for the deaf at Jackson, Miss., and found a devoted teacher in Miss M. A. Bodkin. By patient repetition of directed movements the child was first taught to walk, and then to feed herself. Now she knows her alphabet and has a large vocabulary.

■ ■ ■

The Massachusetts Institute of Technology is doubtful whether to build new buildings near its present site or seek a new location in a Boston suburb.

■ ■ ■

The American Missionary Association was the first to introduce into the South a system of industrial training. Talladega College was the pioneer in this movement. Now almost every institution under the care of the association has a department of industrial training. The purpose of this training is not to make tradesmen, carpenters, masons and the like, but to fit young men and women for Christian citizenship. It is not exclusive, but inclusive; not narrow but comprehensive. Industrial training becomes a part of a larger and more complete educational training.

That there are in the city of New York 292,000 public school children so physically defective as to block the progress of the other pupils is the statement made by W. H. Allen, representing the committee on the betterment of the physical condition of school children, made before the board of estimate. Miss Julia Richmond supported the same proposition and corroborated his statement. On the strength of it the committee is asking for more medical inspectors.

■ ■ ■

Authorities of the University of Berlin inform the Associated Press that statements published abroad that the stringent regulations concerning the admission of students are designed to exclude many Americans are untrue. Any graduate of an American college who presents a passport and a diploma of a bachelor of arts or an equivalent degree will be admitted without question. It is true that the diplomas of some of the smallest institutions bearing the name of colleges are omitted from the list of those recognized. The new regulations are directed against Russians not having sufficient means of support or who are academically unqualified.

■ ■ ■

James Nelson, an alumnus of Rutgers, presented to the college a large tract of ground, extending from the Voorhees Library on Hamilton street to Seminary place. The gift doubles the college campus.

■ ■ ■

A valuable addition to the equipment of the observatory at Harvard is a sixty-inch reflector now being mounted, which will be one of the three largest and most powerful in existence. It will be used for delicate work on faint stars and nebulae, and will be manipulated by electrical apparatus under the control of one operator. The great weight of the reflector will rest on fluid, in order to make manipulation easier. Besides this reflector, a powerful two-foot reflector is being mounted, for use principally in photographing an interesting class of stars known as the Algol-variables.

Bowdoin has joined the ranks of American colleges that are using the graduate system of coaching. A. L. Lafferrier, '01, is in charge of the football team.

■ ■ ■

Hearing that the University settlement was practically without funds to supply heat for the winter, every woman's organization and club at the University of Chicago has pledged each of its members to a 50-cent contribution. About \$500 will be raised in this manner—enough to supply heat throughout the winter.

■ ■ ■

The salaries of Yale professors, even with an increase from \$3,000 to \$4,000 a year for 35 members of the faculty, are still about 25 per cent lower than at Harvard. The comparison is inexact, but apparently it is not far from true, as Harvard professors under the new salary scale, which went into effect in 1905, receive a minimum salary of \$4,000 on appointment, and the maximum, which many are receiving, is \$5,500. This applies to "full professors" only, of whom there are approximately 75 in the departments under the faculty of arts and sciences. For associate professors, of whom there are only one or two, the minimum is \$2,500 and the maximum is \$4,500. For assistant professors the minimum is \$2,500 and the maximum \$3,000. This scale of salaries was made possible by the teachers' endowment fund of more than \$2,000,000, which was raised in 1904 and 1905 under the leadership of Bishop Lawrence.

■ ■ ■

The Yale Courant has absorbed the Monthly Magazine, the new publication which created such an uproar last year with its sensational articles.

■ ■ ■

Dr. W. E. Chancellor, the new superintendent of schools at Washington, D. C., decided to ask Congress for the retirement of aged teachers upon half pay. This in conjunction with a voluntary retirement fund would provide the full salary for the retiring teacher.

English teachers who are to make a tour of the United States are to come in groups of twenty-five.

■ ■ ■

Mr. Saunders, a former teacher, told the British House of Lords committee on juvenile smoking that he could detect smokers by their handwriting, that of boys who smoked being a loose, flabby kind. Handwriting, he said, was a cinematograph of the heart.

■ ■ ■

Judge Carpenter of Denver has decided that the board of education may not interpret literally the clause in the teachers' contract permitting dismissal at pleasure. Some good and sufficient reason must be given before a teacher is discharged.

■ ■ ■

A building permit has been issued to the Mount St. Louis College, Montreal, Canada, to add an addition to the college. The cost of the addition will be \$60,000.

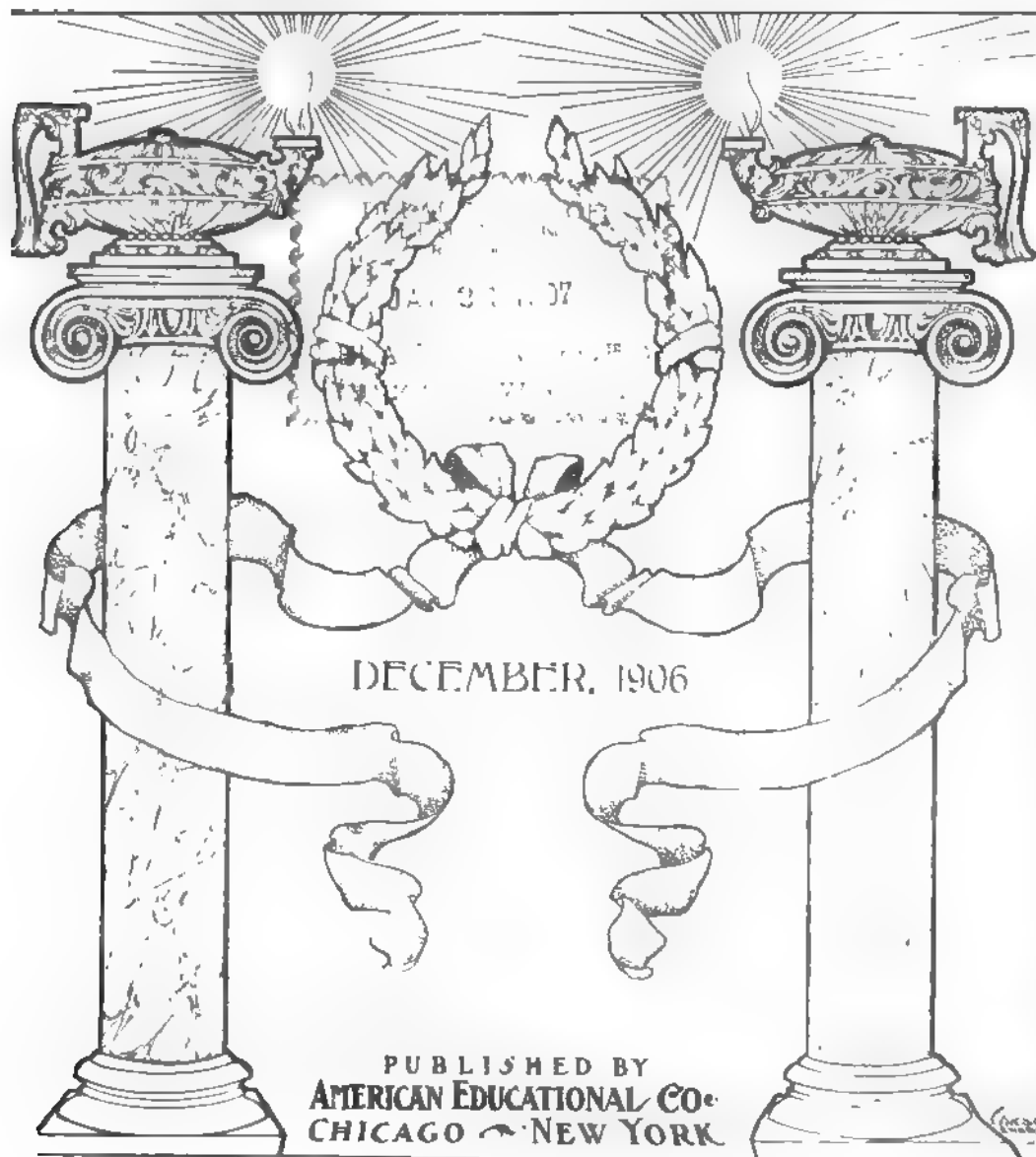
■ ■ ■

The corner-stone of the new Colt Memorial High School, the gift of Col. Samuel P. Colt, in memory of his mother, Mrs. Theodora De Wolf Colt, who died several years ago, was laid at Bristol, R. I., last month with full Masonic ceremonies and other exercises, in which Judge Le Baron P. Colt, a brother of the colonel and justice of the United States court, Principal Charles F. Cape of the State Normal School, Gov. George H. Utter and President W. H. P. Faunce of Brown University, participated. The building will be of white Georgia marble and will be three stories high. The site is at the intersection of two of the principal streets in the business portion of the town. The cost will be considerably over \$250,000.

■ ■ ■

At the annual meeting of the Southern Education Society of the Methodist Episcopal Church a grant of \$15,000 was made to the Arkansas Conference College, Siloam Springs. Of this \$10,000 is permanent endowment and \$5,000 applies on the floating debt. This is the first endowment this college has had.

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THE MONTH'S REVIEW

What Educational People are Doing and Saying

At the first meeting of the Society for the Promotion of Industrial Education, the objects of which have received the cordial indorsement of President Roosevelt, held last month in Cooper Union, New York, Nicholas Murray Butler, president of Columbia University, occupied the chair in place of Dr. Henry S. Pritchett, who was too ill to attend. Dr. Pritchett had been elected president of the society earlier in the day.

The principal address was that of Frederick A. Vanderlip, Assistant Secretary of the Treasury in President McKinley's first administration, and now vice-president of the National City Bank. The subject was, "The Competition of the United States in the Markets of the World." The gist of Mr. Vanderlip's speech was a warning that the great natural advantages which has placed the United States in the industrial lead among nations might not always continue, and that every effort should be made toward building up a degree of excellence in manufactures that would aid in holding that lead when natural advantages had disappeared.

Other speakers and their subjects were Frederick P. Fish, president of the American Telegraph and Telephone Company, "What Industrial Education Means to the United States"; Jane Adams, Settlement worker of Chicago, "Industrial Education from the Social Standpoint"; Samuel B. Donnelly, secretary of the Building Trades Board of Arbitration, "The Meaning of Indus-

trial Education for Workingmen," and Alfred Mosely, "Industrial Education."

In part, Mr. Vanderlip said:

"The United States in the last fiscal year sent into the markets of the world products valued at \$1,800,000,000. Contributing to that vast commerce were many factors, but there was a significant absence of one noteworthy influence. It is a remarkable fact that among the motives moving buyers in foreign markets to purchase \$1,800,000,000 of American products in a single year one of the most potent considerations that ordinarily influence a purchaser's mind never once became effective in closing an important bargain. No purchaser bought our goods for the reason that there had been wrought into them superior handicraft. Manual skill controlled for us no market.

"It is interesting to consider what enabled us to compete in the world's markets with the manufacturers of other countries and to sell more than \$1,800,000,000 products of our shops and factories.

"Bountiful nature supplied us with raw products in such abundance that we gained dominance in many markets for that reason alone. Our mastery in the world of iron rests on no foundation of skilled hands, but upon those great beds of ore which yield their rich product to the furnaces at such small expense that our true cost of production is the despair of other nations. We have gained leadership in the world's markets through our national ingenuity in invention that has created labor-saving machinery, en-

abling us to manufacture cheaper than others. That faculty, too, has led us to produce ingenious mechanisms that command markets alone because of their ingenuity.

"The advantage which comes from labor-saving machinery, however, is quickly dissipated, for our competitors are among us with open eyes, and of late years with minds quick to adopt whatever is of advantage in our methods. Our transcendent genius for business organization has enabled us to manufacture en masse so cheaply that others could not compete, but that advantage has been gained by the skill of organizers and not by the skill of workmen.

"The one great competitor of the United States in most of the world markets is Germany. Why is that? You know, as does every manufacturer in this nation, that Germany's superiority in international commerce rests almost wholly on Germany's superior school system. It is the aim there to make of each citizen of the empire an efficient economic unit. The ideal is to do whatever educational training can do to make men economically efficient. That ideal is having the most profound influence in the commercial world. It has put Germany, in spite of her natural disadvantages, in the fore front of commercial nations.

"If we will broaden our own ideal of what education should accomplish, if we will so develop our public school system that its advantages may be extended to every youth employed in manual work, until he will be given an intellectual outlook upon his work and an intellectual interest in the development of manual skill, we will have done much for our commercial future, much for our social welfare and much for the permanent establishment of contented prosperity."

Mr. Mosely, who was greeted warmly, said, in part:

"I am not an educationalist. I am only one of those who have marked the effect of education upon the English, American and German peoples and its relation to industrial development. What turned my attention to America was my experience in Africa, where I had la-

bored for years and never had any success until the American engineers came upon the scene. Then I decided I would some day visit America.

"The conclusion I come to is that your public school system is responsible. It encourages initiative; it stimulates the imagination of your boys and girls. We English are handicapped by the lack of those very traits in our schools."

Miss Jane Addams made an appeal for the "higher education" of the child mind. Much has been said in the earlier speeches about the competition of the workmen from Germany. She said she had spent much time in that country, and gave it as her opinion that much of the success of the German workman was due to the careful supervision of the education of the youth of that nation on the part of the government.

At the afternoon session of the society these officers were elected: President, Henry S. Pritchett, of Boston; vice-president, N. W. Alexander, of Lynn, Mass., and treasurer, V. Everit Macy, of New York.

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The eleventh annual meeting of the National Association of Presidents of State Universities was held last month at Baton Rouge, La.

President Richard H. Jesse of the University of Missouri, president of the association, was detained at home by illness, but sent his annual address by mail, which was read at the opening meeting. The meeting was presided over by the vice-president of the association, President Van Hise of the University of Wisconsin.

The first business taken up was the report of the committee on the subject of a university of the United States. The substance of the report was that the committee recommended the establishment of such a university in the national capital. It also recommended that the proposed university be purely for graduate study. The report was discussed at length before the report was adopted unanimously. Those taking part in the discussion were Presidents Andrews of Nebraska, Kingsbury of the University

of Utah, Craig of Montana, McLean of Iowa, Purington of West Virginia, Patterson of Kentucky, Swain of Swarthmore College, Boyd of Oklahoma, Strong of Kansas, Van Hise of Wisconsin and James of Illinois. The trend of the discussion was that all of these gentlemen favored such an establishment, but they understood that there were strong educational forces in the country that were opposed to it, and that if the association undertook to further such a movement it must be prepared for a long and strong effort.

The "strong educational forces" referred to are naturally the old-established institutions, such as Harvard, Yale, etc., and, moreover, the fact that the National Association is made up of universities would naturally make it more in sympathy with a national university.

A report was also heard from the commission which met at Williamstown, Mass., on August 3 and 4, as the result of a motion made by this association last year at Washington. This motion was to invite delegates from various associations of colleges and preparatory schools in the United States to a joint conference to consider the establishment of standards, chiefly of admission to college. This conference met, and there were present delegates from the North Central Association of Colleges and Preparatory Schools, represented by President McLean of the University of Iowa; the College Entrance Examination Board, represented by Prof. Herman Ames of the University of Pennsylvania; the Association of Colleges and Preparatory Schools of the Middle States and Maryland, represented by Principal Farrand of Newark, N. J.; the New England Association of Colleges and Preparatory Schools, represented by Principal W. C. Collar of the Roxbury Latin School of Boston; the Southern Association of Colleges and Preparatory Schools, represented by Prof. Mooew of Vanderbilt University; the National Association of State Universities, represented by George E. Fellows of the University of Maine.

The results of the conference were the recommendation of the establishment of a permanent commission made up of one

member from each of the different represented associations and such others as might in the future join such an organization to consider from time to time matters relating to colleges and secondary schools. It was also recommended that college entrance examinations be either prepared or reviewed by professors who have had experience in secondary schools. President McLean of the University of Iowa was appointed a member to represent the National Association of State Universities on this permanent commission.

Among those present at the meeting were: Kane of the State of Washington, Campbell of Oregon, Tight of New Mexico, Boyd of Louisiana, Abercrombie of Alabama, Ayers of Tennessee, Patterson of Kentucky, Van Hise of Wisconsin, Merryfield of North Dakota, White of Georgia, Craig of Montana, Andrews of Nebraska, McLean of Iowa, Baker of Colorado, Kingsbury of Utah and Fellows of Maine. Messrs. French of the University of Idaho and Kahbach of the Department of Education at Washington represented their State universities in the absence of their respective presidents, who were unable to be present.

The following named were elected as officers of the Association for the ensuing year: President, James H. Baker, University of Colorado; vice-president, Webster Merrifield, University of North Dakota; secretary-treasurer, Geo. E. Fellows, University of Maine.

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President Arthur T. Hadley of Yale University, in a lecture on "Modern Ethical Ideals" before the New York School of Philanthropy, said in part:

"The man whom you could trust to help a weaker neighbor will, nevertheless, go to all lengths to hurt a weaker competitor for money or for office. A man who in private life would despise snobbishness and servility of every kind will in business or politics cringe to the stronger power for the sake of his own personal advantage.

"In private life we despise in ourselves and in our friends the things

which we condemn in our enemies. This makes our condemnation effective. In public matters, whether of business or of politics, our condemnation is too often that of the lips alone rather than of the heart.

"We condemn a man for succeeding when his success is detrimental to us; but for the most part we have identified ourselves with methods of getting a little more money or a little more political influence that are so much like his that it takes the force out of the condemnation. No wrong was ever stopped by the talk of men who objected to that wrong chiefly because somebody else got the benefit of it.

"Liberty, democracy and constitutional government are each in their place invaluable means to the public interest. Liberty is essential to progress, democracy is needed to prevent revolution, constitutional government is requisite for that continuity and orderliness of living without which no law is possible.

"But when any one of these principles is made not a means but an end which justifies its use in the interests of class instead of the general interests of society it becomes a menace instead of a protection.

"Liberty for each man to serve society in his own way is good; when it is used to justify him in disregarding the interests of society it is inadmissible. Democracy is right when used as a means of keeping the government in touch with public opinion. It is wrong when it encourages a temporary majority to say that their vote, based on insufficient information and animated by selfish motives, can be identified with public opinion concerning what is best for society as a whole."

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Baron Von Sternberg, pointing out the relation of education to good gov-

**Relation of
Education to
Good Government.** ernment in the current number of the Forum, notes the movement initiated

last winter, the object of which was to bring American college men closer together and to inspire them to greater activity in developing a better national

life. "Never before," the writer remarks, "has not only America but every nation been confronted with such vast and intricate social problems as at this time. Never before was offered to the college man a grander opportunity to discharge his obligations to his country. This movement ought to arouse him to a realization of his larger responsibilities on account of his superior possessions. The days have passed when the college men could, without much apparent harm, neglect this duty toward their government. Now the opportunity is offered to them to consider not only their relationship to the government, but methods of education as well, of which in a certain sense they are trustees. The aim of all men and women whose philosophy amounts to anything has been and will be the same: the helpful, uplifting idea. One of the greatest gifts man has received from God is the opportunity to help his brethren. The best of them at times will need a helping hand. But in helping or in asking for help each man must work for himself, and unless he so works, no outside help can avail him. To be permanently effective, aid must always take the form of helping a man to help himself."

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The eighth annual gathering of the delegates to the annual conference of the **Annual Meeting of Association of American Universities** was held in Cambridge last month, the series of meetings lasting two days. About twenty-five university presidents and professors were present, practically all of the institutions which are members of the conference being represented, and among them were some of the most prominent educators in the country.

As the conference is one of universities, and not of persons, the titles of various offices in the conference attach to the universities represented. Technically the presidency of the conference is held by the University of California, while President Benjamin Ide Wheeler, as delegate, performs the duties of the position. In the same manner President

Eliot acts as vice-president on behalf of Harvard University, while Professor W. H. Carpenter impersonates Columbia University in the capacity of secretary. The balance of the executive committee is composed of the University of Chicago, represented by Professor A. W. Small, and the University of Wisconsin, represented by President C. R. Van Hise.

The universities belonging to the association and the delegates appointed for this conference are: University of California, President B. I. Wheeler; Catholic University of America, Professor H. Hyvernatt; University of Chicago, Professor A. W. Small; Clark University, President G. S. Hall, President C. D. Wright (collegiate department); Columbia University, Professor M. Smith, Professor W. H. Carpenter; Cornell University, Professor J. G. Schurman; Harvard University, President C. W. Eliot, Professor C. H. Haskins; Johns Hopkins University, President I. Remsen; Leland Stanford Junior University, President D. S. Jordan, Professor N. Abbot; University of Michigan, Professor H. B. Hutchins; University of Pennsylvania, Professor J. H. Penniman, Professor C. G. Child; Princeton University, Professor A. F. West, Professor W. F. Magie, Professor H. D. Thompson; University of Virginia, Professor T. W. Page; University of Wisconsin, President C. H. Van Hise, Professor G. C. Comstock. The Carnegie Institution, although not a member of the association, will be represented by its president, Dr. R. S. Woodard. Yale has not as yet announced a delegate in place of President Hadley, withdrawn.

The Association of American Universities was formed in 1900, with President Eliot as representative of Harvard University as its first president. The first three conferences were held in Chicago. In 1903 the conference was in New York, in 1904 in New Haven, in 1905 in Baltimore, and last March the seventh conference was held in San Francisco, Berkeley and Palo Alto, the association being the guest of the University of California and of Leland Stanford Junior University. This is the

first time that the association has met as the guest of Harvard University.

The objects of the association are as follows: To make uniform the conditions of obtaining higher degrees in the universities of the association; to raise the opinion entertained abroad of the American university's doctor's degree, and to raise the standard of the weaker institutions. In 1905 the University of Berlin declared that graduate work in any one of the universities enrolled as members of the association would be accepted as equivalent to graduate work of the same character at Berlin, and also that the Baccalaureate degree of any of the members of the association would be considered as equal to the German "testimonium maturatis." The Dutch universities have made a similar recognition of the association's achievements.

By the constitution of the association the offices of president, vice-president and secretary are held by the delegates in their capacity as representatives of their university. Each university may send as many delegates to the annual conference as it desires, but is entitled to only one vote. The membership at first was fourteen universities, and since that time the University of Virginia has been admitted to the association. The association is not in any sense a legislative body, nor does it in any way control the policy or line of action of any of its members. It is entirely deliberative in its functions and important questions of university management, regulation and instruction are discussed at its meetings. The sessions of the conference are not open to the public.

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When Jacob Gould Schurman became president of Cornell the enrollment of students was 1,700.

Fourteenth Annual Report of Cornell University. Now, in his fourteenth annual report, he is able to state

that the figures have a little more than doubled, the number of students in the university, not counting those in the summer school and the special winter courses (nearly 900), being 3,461.

Taking up the items in the year's record, as President Schurman outlines

them to the board of trustees, the first point to be noted, after the changes in the faculty and the above mentioned board, is the matter of salaries and pensions. There has been of late considerable discussion of the question whether teachers are adequately paid. President Schurman declares that they are not. He says that the increase in the cost of living calls for higher salaries for teachers, whether in or out of college. Cornell has a fine faculty, and large in proportion to the enrollment of students, but it is considered that, to make their work more productive, the professors should be relieved of part of their present duties and new instructors added to the teaching force.

An important matter is the pensioning of retiring professors. The following well-known Cornell professors (all emeritus) are now receiving allowances from the munificent Carnegie Foundation: Hiram Corson, English literature; Austin Flint, M. D., physiology; George C. Caldwell, chemistry; Isaac P. Roberts, agriculture; Charles M. Tyler, history, religion and ethics. Cornell is fortunate also in possessing a retiring fund of its own for its superannuated professors. The age fixed by both foundations is 65.

The proportion of women to men students at Cornell rules steady from year to year at about 10 per cent. This year there are 371 women studying for Cornell degrees in course. The women complain that they are not on an equal footing with the male students, but the president thinks they are fairly treated and that their influence in the university is as great as could be expected in view of their numerical inferiority. Dr. Emily D. Barringer, medical examiner in Sage College, the women's college, finds that most of the girls who enter are run down as the result of overwork in preparing for entrance. Under her skillful supervision extensive reforms are expected, and the Sage students are in good hands.

Cornell has kept pace with the other leading colleges in the matter of athletic reform. It is unnecessary, however, to repeat here the details, as they are already known to the public through the sporting columns. It is not, however, a

work of supererogation to repeat from President Schurman's report the statement that the new Alumni Field is in part completed and will at an early date be ready for the use of the university, placing the conduct of athletics on a more satisfactory basis. Percy Field, the present varsity ground, is badly located, at a distance from the campus. A plea is made for a new gymnasium.

During the past year the college of arts and sciences has grown moderately in enrollment and marvelously in material and equipment; with the acquisition of two new buildings, the finest of their kind. Goldwin Smith Hall, with a frontage of 384 feet, is the new home of the department of languages and literature, history, philosophy and economics. The Rockefeller Hall of Physics, given by John D. Rockefeller and dedicated last June, is described as the finest laboratory on the continent. It has 167 rooms for classes and lectures, with half a dozen splendidly equipped special laboratories.

Other new buildings, especially those for the Department of Agriculture, for which the New York Legislature in 1904 appropriated \$250,000, are approaching completion. Many of the old buildings are undergoing alterations, and the campus is being extensively improved. These changes constitute a remarkable era of expansion, now nearing a natural close. Still, however, there is need of dormitories. The university library at the close of the last academic year (1904-05) contained 326,085 volumes and 49,500 pamphlets. Accessions during the present year have numbered, respectively, 12,957 and 1,500.

The productive funds of the university on August 1, 1906, were \$7,839,874. As the average rate of interest on university investments is between 5 and 6 per cent, the income available for the present year, including gifts, but not endowments, was \$1,162,406. The year's expenditures foot up to \$1,175,757, leaving a balance on the wrong side of the books of \$13,351. This, plus liabilities for contracts not completed, makes the year's deficit nearly \$22,000.

This, however, does not represent the total of Cornell's indebtedness. The typhoid epidemic of three years ago con-

verted an anticipated surplus into a deficit of more than \$72,000, swollen by the customary annual shortage (which forms a serious item in the administration of every college) to the sum of \$104,604.

In closing his report President Schurman says that the greatest need of Cornell is endowment of new professorships and improvement in apparatus and buildings. Next year the university will commemorate the centennial of the birth of its founder, Ezra Cornell.

Benjamin Ide Wheeler, president of the University of California, does not believe that the present experiment in American college football can survive, and thinks within five years the whole country will have adopted the Rugby game. He is strongly in favor of the English game.

**President Wheeler
Favors
Rugby Football.**

The resulting effect of the new rules will be known only when they have been played for a considerable time. President Wheeler says:

"The Rugby game is being played all over the globe. Its rules are well understood; the game is known to work; hundreds of thousands see the game played every week, and enjoy it. That it is more interesting to the spectators than the intercollegiate is, I think, unquestionable. To the player it is immeasurably more interesting, inasmuch as it involves more variety and gives every player participation in the various features of the sport.

"The old game had made pushing and downing the principal feature, and had concentrated upon this nine-tenths of the force and activity of the players. Our men enjoy Rugby; it is faster and healthier. I prophesy that this game will be played out of season for the fun of it. No one could play the old game except when in training and in company with men with whom he trained, because definite evolutions dependent on signals were necessary.

"I know of no better service the universities could render the schools of this state than to provide them with a game of football to take the place of the thor-

oughly discredited intercollegiate, which, as being a system of evolutions rather than a game and a prolonged mechanical strain rather than a free sport, had proved itself peculiarly unfit."

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In the current number of the North American Review some points of contrast between English and German universities are brought out sharply by the Rev. Dr. Charles F. Thwing, who writes as an expert, being himself a graduate of Harvard and now the president of the Western Reserve University and Adelbert College in Cleveland, Ohio. He has long been recognized as an authority on the higher education in the United States, but the article to which we refer attests that he has studied no less carefully the methods of instruction followed at the principal seats of learning in Europe.

Dr. Thwing takes Oxford as the typical English university, not because he accepts as wholly true the assertion that Cambridge is the mother of great men and Oxford of great movements, but because, although the names of Bacon, Milton and Newton belong to Cambridge, a larger share of the eminent men of England, as they appear in a biographical dictionary, have been educated at Oxford. For the typical German university he would take Berlin, Munich or Leipsic. The fundamental distinction between the two types, he thinks, is that the primary purpose of the German university is to learn and declare the truth, whereas the primary purpose of Oxford is to train men. He would not deny, of course, that the training of men is a secondary or rather a tertiary purpose of the German university, or that a tertiary purpose of the Oxford system is the discovery or exposition of truth. He insists, nevertheless, that the constant contrast between the scholastic method and aim of Berlin or Munich and the human aim and method of Oxford is hardly less striking than the contrast between the conventual and monastic life of a college quad on the Isis and Cherwell and the free metropolitan life of the students in any of the larger German universities.

Dr. Thwing notes a further difference between the English and the German seats of learning. The philosophical and scientific interests of Germany have been committed to the universities, but the corresponding interests of Great Britain have been committed to the individual investigator. Spencer, Darwin, John Stuart Mill, James Mill and Ricardo represent great scholastic achievements made outside of university walls. In Germany the great philosophers and scientists have almost always been university professors. What is true of philosophy is true also of the writing of history. Mommsen and Curtius were engaged in professorial work when they produced their histories of Rome and Greece, but neither George Grote nor George Finlay, the English historians of Greece, had a university education, and Gibson averred that he had learned absolutely nothing during his very short term of residence at Oxford. Dr. Thwing recognizes one outcome of the difference in the fact that German philosophy has been characterized as systematic and English philosophy as individualistic.

Passing from German to American universities Dr. Thwing sees in the latter also more points of unlikeness than of likeness to Oxford. It is true that like Oxford the American university is ordained to train men, but that is not its single primary purpose. Its primary purpose is a double one: both to train men and to find truth. We are reminded that the Harvard shield bears the word "Veritas" written across the pages of an open book; but it also intimates a human purpose by the further inscription of devotion to the Church and to Christ. One feature in which the two institutions differ is that Oxford has no special chair devoted to the training of students in the art of English composition. The Oxford system presupposes that the writing of English is an art and a science in which it is a duty of every instructor—whatever be his province—to give tuition. Dr. Thwing holds that the results bear witness to the superiority of the Oxford method, for in his opinion Oxford graduates write better than American graduates.

We observe, finally, that he does not believe that we should reproduce in large institutions like Harvard and Yale the Oxford mode of segregating undergraduates in different colleges, but he thinks that we might with great advantage copy the Oxford tutorial system, by which not only is knowledge imparted, but an impression of personal character is conveyed and personal influence is exercised. In a word, "More teachers, smaller classes," should be, he maintains, our college cry.

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In the latest number of the Technology Review Isaac W. Litchfield, one

**New Plan
of
Business Education.**

of the most prominent of the alumni workers of the Massachusetts Institute of Technology, presents an article on apprenticeship for business responsibility that is most startling from an educational viewpoint. He proposes that the student activities at the institute be taken charge of by a committee made up of alumni, faculty members and students, and the work of all of these activities be a required part of the school curriculum.

In the opening of his article he shows that the college does not train the student for business responsibilities, this being especially true of the Institute. He shows that all of the steps in all other lines of development of the student's mind are slow and by degrees, and that in the case of business enterprises the student goes into them without training of any kind, and is called upon to do a great share in work that he is in no way prepared for.

The main idea of his scheme in making this work a part of the school curriculum is to take advantage of the undergraduate enterprises such as the Technique, the Institute annual; the Tech, the school paper, the various athletic teams, and other organizations for experience for a student. In these the student could gain the experience, and these enterprises would become identified with the school itself rather than with the individual student. He speaks of the good experience gained at the present time by the students who go in for such things, and shows the immense ad-

vantage both for the students and for the various institutions if his idea were installed.

He proposes that the work be carried on under a carefully selected resident engineer in whom all responsibility and authority be vested, and the student body be organized on the general plan of a large industrial corporation, with a board of directors chosen from the junior and senior classes, including this resident engineer. Under this executive body the administrative department will be headed by a general manager, either a junior or senior, and the various departments will be headed by division managers.

Under this system, according to Mr. Litchfield, the student would become acquainted with every phase of conducting a big business concern, and would be taught in the most practical manner the idea of general management, division of authority, theory of costs, inspection of material and discipline. In fact, it would lead into the various lines which are essential to the supplementary education of an engineer.

He also proposes to bring politics, spoken of in the same sense as in municipal and state elections, into the student life at the Institute. All of the offices in this proposed system would be elective by popular vote among the students, and the student body would be divided once a year into two political parties. Two or three men would be elected for each office, and the real selection would be made by a faculty committee, together with resident engineer, as in all cases an attempt would be made to select the men best fitted for the positions.

Mr. Litchfield in the latter part of the article devotes himself to showing the great advantages of the scheme, and calls on the alumni for help and suggestion. One of the greatest arguments that he puts forward is that it would place the institute ahead of any other institution of learning in the country. The advertising that would follow the installation of such a plan would be great, and wealthy manufacturers would be interested in the attempt to supply a lack which is universally recognized. He also shows that such a plan would be of the greatest good for the student, if the un-

dergraduate body as a whole would go into the work with a hearty enthusiasm.

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Dr. Charles Lane Poor, Professor of Astronomy in Columbia University, announced in a recent

To Found a address before the
Nautical Museum. New York Academy
of Sciences that

Frederick G. Bourne, Cornelius Vanderbilt, and several other well-known citizens of New York have agreed to apply to the city authorities and the State Legislature for a charter to found the New York Observatory and Nautical Museum. These same men have agreed, he added, to raise an endowment for the proposed institution, and also to purchase all the instruments and apparatus that will be required to make the New York institution one of the best equipped in existence.

"To establish such an institution worthy of the City of New York," said Dr. Poor, "Frederick G. Bourne, Cornelius Vanderbilt, and other broad-minded citizens of New York, propose to apply to the city authorities and to the State Legislature for a charter, so that they may found the New York Observatory and Nautical Museum. Their plan is that the new museum shall have the same privileges and be governed in a manner similar to that of the Metropolitan Museum of Art, the American Museum of Natural History, and the great institution in the Bronx.

"The gentlemen interested in this plan will raise an endowment sufficiently large to purchase all the instruments, apparatus, and collections necessary to carry out the general plan to make it one of the great museums of the city. In accordance with the customs prevailing, the New York Observatory and Nautical Museum will establish various degrees of membership by which the citizens of New York, who may be interested in the general work of the museum or in some particular line of investigation may become allied with it and contribute toward the support and maintenance of its scientific reputation. Special arrangements will be made whereby officers of the United States Navy, the United States Marine

Corps, the Revenue Service, and the Merchant Marine may become affiliated with and entitled to the privileges of the institution during their active service.

"The principal aim of the institution will be to investigate all problems arising in transportation by water, especially in the careful study of all matters which tend to increase the usefulness and importance of New York City as a maritime port. Some of these problems, such as the study of the tides and currents and the development of harbor facilities are a part of the functions of the National Government, but with so many thousands of miles of ocean, lake, and river coast to chart, buoy, and light, the Federal Government cannot always adequately examine and study the local conditions that effect the efficiency of any one port.

"In furthering the interests of the Port of New York, the observatory can aid and supplement the work of the Washington bureaus by collecting data and by making detailed and exhaustive examinations and reports. The position of the museum in the city and in the world will be unique. It will conflict with no institution, Federal, State, or private, but would supplement and add to the usefulness of many other institutions and organizations.

"The safety of ships at sea depends upon the accuracy of their navigating instruments, upon the adjustment of their compasses, the reliability of their sextants, and the rating of their chronometers. The master of an English ship can by the payment of a small fee have his instruments tested under Government supervision, his chronometers rated at Greenwich, and his sextants standardized at Kew, but in this country there is no place where the navigating instruments of an American vessel can be scientifically investigated and adjusted. The vessels of the navy have the naval observatory at Washington, but the vessels of the Merchant Marine have to depend upon the honesty and skill of the instrumentmaker.

"The observatory, to be established in this city, would aim to have a bureau for the standardization of instruments, where, upon the payment of a reasonable

fee, the navigating instruments of any vessel in the port of New York would be investigated and adjusted and a reliable 'certificate of inspection' furnished.

"Methods of rating chronometers and standardizing instruments depend on astronomical observations and calculations, hence the institution must be equipped with a complete astronomical observatory. New York alone, of all the great cities of the world, is without an observatory of any kind or description worthy of the name. Boston has the Harvard Observatory, Chicago the Yerkes, San Francisco the Lick, Philadelphia the Flower, Washington the Naval, Paris the Paris, London the Greenwich, and Berlin the Potsdam.

"There are in existence today fifty-three telescopic lenses of fifteen or more inches in diameter, and of these fourteen are in the various observatories of the United States. An astronomical observatory, irrespective of its necessity as an adjunct to the nautical museum, must and would be of great interest and benefit to the New York public generally.

"The New York observatory, when completed, will contain a fairly large equatorial lens for public use and instruction. It is planned that this telescope shall be open to the public two or three evenings each week. The other instruments, those for purely scientific work in connection with the work of the institution, will be located in small buildings separated from the main observatory. The plans for the various buildings of the institution have been made, the main building of the group being that of the museum, which is to be 320 feet long, 48 feet wide, and three stories in height.

"In the museum will be collected and exhibited models of all types of vessels, safety and signal devices, nautical instruments, and methods of determining positions, charts, historic instruments, and relics. The museum will be open to the public and so arranged that properly qualified persons can avail themselves of the facilities offered there for investigation and research."

The persons who are to incorporate the new institution hope that the city will provide a site for the building in Bronx

Park and will furnish the buildings for the museum and observatory. The corporation is to be governed by a self-perpetuating Board of Trustees and is to have an endowment of not less than \$500,000. The price, which is said to run well up into the hundreds of thousands, necessary to equip the buildings and procure the necessary apparatus, was not given out.

In addition to Messrs. Bourne and Vanderbilt, the committee on preliminary organization consists of Edward S. Isham, George A. Cormack, J. D. Jerrold Kelley, and Prof. Poor.

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Ex-President Grover Cleveland paid a fine tribute to the national services of Princeton University, at the formal dedication last month of the new faculty-room in Nassau Hall, where the federal congress held its sessions in 1783.

**Princeton's New
Faculty-room
Dedicated.**

"Princeton," said the former President, "stands related by indestructible traditions to the saving devotion to country which lies at the foundation of our republic; and her mission and achievement in the field of higher education have since the beginning of the nation made her teaching known of all men, as a source of the most enlightened patriotism, and an instrumentality of the highest importance to our country's progress and security.

"The meaning of this occasion should be that Nassau Hall is to-day consecrated anew to the high ideals of her early time; that those who held in trust her name and fame are to-day newly stimulated in the cause of sound learning and high patriotism, and that the true Princeton spirit is to always here preside to bless and prosper those who keep the Princeton faith and follow the standard that Princeton holds aloft."

The new room was dedicated with appropriate ceremonies. The academic procession marched from the university library to Nassau street, and re-entered the campus through the Fitz Randolph gateway, the gate being opened by Miss Marjorie Van Wickle, a descendant of Nathaniel Fitz Randolph, who gave the

original campus of Princeton, on which the gateway and Nassau Hall stand.

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Professor Charles Waldstein, professor of fine arts in King's College, Cambridge, England, is in Rome to perfect an agreement with the Italian government concerning the carrying out of his project for the excavation of the ancient city of Herculaneum. The professor's plans have been accepted by the government on condition that the participation of foreign countries in the work be only under the form of private contributions, and that there be no foreign official interference. Professor Waldstein has secured the active co-operation of King Victor Emmanuel as president of his organization, as well as that of Emperor William, King Edward and President Roosevelt.

The excavation of Herculaneum will be a gigantic enterprise. The work of digging up the ancient city was begun by King Charles III in 1738. It was resumed under the direction of the Italian government in 1866. It has always been attended with the greatest difficulty, as over the ruins of the ancient city stands the town of Resina, with 20,000 inhabitants. The location of Resina has often made it necessary to abandon the research work.

The excavation of Herculaneum will be a far more difficult task than was the uncovering of Pompeii. The latter city was covered only by the ashes of Vesuvius, but the former lies beneath layers of hardened lava, which must be cut away with much hard labor and keen-edged tools.

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In his latest book, "A History of Higher Education in America," President Charles F.

**President Thwing's
History of
Higher Education.**

Thwing of Western Reserve University traces the course of educational development in this country from the beginning up to the present day, pointing out the various influences which have been responsible for changes in administrative policy and theory of

education. The work is historical rather than philosophical or argumentative. The opening chapters are admirable in their presentation of the struggles of the early institutions and the laying of the foundation for the great structure which was to be built in later years. But from a practical standpoint the most important part of the history is the discussion of present day conditions, especially the inception and progress of the elective system.

President Thwing presents statistics gathered from many of the more important colleges and universities, which apparently prove that the benefits to be derived from the system are not nearly as great as was hoped for by the men responsible for the enforcement of this radical policy. The most instructive figures are those of Harvard University, the pioneer in the elective field, and the institution where the idea is carried to its logical extreme. These statistics show that students at Harvard have in a great degree failed to appreciate the advantages claimed for the elective system by its advocates. Specialized work at Harvard is not large, when the inducements and encouragements constantly placed before the students are considered. In too many instances the system is regarded as a license rather than a privilege. Students are not compelled to specialize, nor to choose from among related courses, but are allowed to pick and choose at will from an immense number of courses. A great many take advantage of this freedom and select, after careful consideration and investigation, only the most notable "cinch" courses, those which require the minimum amount of study. Many students each year graduate who have but a superficial education, made possible by shirking work as far as possible and by always keeping just within the extremely flexible law. On the other hand, Harvard supplies the really earnest students with the most admirable means of specializing and of preparation for serious work along many lines. In other words, as has been said by a Harvard man, "Harvard is the worst place for bad students and the best place for good students."

It is a grave question if the colleges should be administered to suit chiefly the needs of the "best" students. Many boys, naturally a bit lazy and irresponsible, take advantage of liberal administration and slide through an elective course haphazard who would be compelled to do honest work under the old system. These men regret their folly in later years and feel that their own unformed ideals and the laxity of the system have deprived them of the training they needed and allowed the practical waste of four valuable years.

The remedy which has been suggested, the dividing of the courses into groups, and the enforcement of study along the lines of special groups, might result in arbitrary inflexibility hardly less than all the old prescribed course systems. The problem is a puzzling one. Both ideas have their advantages and disadvantages. These are clearly presented by President Thwing in his history, but, as he writes from the historian's standpoint, he suggests no solution. Clearly the elective system as at present carried to its extreme is seriously deficient, but whether or not its advantages must be sacrificed on this account remains for the educators of the future to decide.

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President William H. P. Faunce of Brown University, Providence, R. I., delivered an address recently in St. Louis for the conference on "Religious Education." He was recently elected president of the Religious Educational Association, a national organization, composed of 2,000 university presidents, professors, teachers and ministers. He said in part:

"In the early history of our country religion and education were indissolubly connected, just as the church and state, but in the past seventy-five years this connection has more and more been severed. Religion would gain nothing by hiring men in our schools to teach it to those who themselves have not experienced it in any way. There ought to be no difference between the preacher and

the teacher, for the professions are practically one.

"As a boy I was taught in the schools the alphabet, each letter beginning some biblical name. I am grateful to my Sunday-school teacher, but I look back with the blush of indignation on my cheek that the church had nothing better to give. We do not wish those times to come back.

"There are many signs of improvement, chief of which is the emphasis which is now being laid on the teaching function of the sacred ministry. The world is wearied and tired of being exhorted; it wants to be taught. The ethical consciousness of our national life, I am sorry to say, was not revived by the Christian church, but by those outside. It was not Rev. Dr. Hughes, minister, who called attention to the corruption in high financial life, but his son, Charles E. Hughes, lawyer, who was recently elected governor of New York. The morality of fifty years ago, which still prevails, is extremely individualistic, and in reality a caricature.

"Another sign of improvement is the fresh understanding of childhood. We have often whipped the child for falsifying, when, after all, it was nothing more serious than the exuberance of a growing imagination. Our conception of life itself has changed. The historical method of study and observation has revolutionized the world. Modern biblical scholarship has rendered repetitions of Ingersoll and Tom Paine impossible forever.

"The objector to the Bible often pointed out the inhumanity of Jael, who drove a tent-pin in the temples of an adversary, after enticing him in her tent, as an example of Old Testament religion and morals. I answer we cannot expect the forgiveness of sins inculcated in the sermon on the mount as a part of the religious life of Israel in the primitive period of the 'judges.' We are told that Abraham, Isaac and Jacob were polygamists, and acceptable in the sight of God. I answer that these leaders of their race would not be fitted for the modern Christian church. Why should there not be as much progress in morals and religion as in music and arts? If the New

Testament did not improve on the Old, I would take it as an evidence of fraud."

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One who marks current discussion of college English will be reminded of an ungrammatical but expressive catchword of twenty-five years ago: "Hit him again;

**University
Teaching of
English.**

he's Irish, and he hasn't no friends." The latest castigator of these studies, Prof. G. R. Carpenter, deals the faithful wounds of a friend, being himself the incumbent of a chair of English in Columbia University. His criticism, as contained in the *Columbia Quarterly*, affects English as taught in the universities. He notes that many Ph.D.'s in English have received a training wholly scrappy, and quite apart from the subjects they are to teach in the colleges. Thus we fill our chairs with erudite scholars, to be sure, but myopic teachers, disqualified from taking comprehensive views even on their specialty. Naturally such men are poor leaders of youth, having merely vague conceptions both of literary values and of pedagogical possibilities.

A little acquaintance with college faculties will show that professors of this limited sort are by no means rare. We venture to go further, and assert that most of the good teachers of English have become so through a combination of native ability and vitality sufficient to overcome the defects of their university education. Many a faithful teacher, reviewing his own university career, would say, not that it was bad in itself or wasted, but that it had been grossly unsystematic and relatively unprofitable as regards the actual service of teaching. In similar fashion, many a Grecian who has gloriously "settled *hoti's* business," is compelled, tardily and ingloriously, to acquire some familiarity with Greek literature. In fine, the university often not merely neglects the more valuable studies, but so urgently puts forward the less valuable, that the student has no leisure for repairing individually the gaps in a hap-hazard curriculum. Nothing is more common than to find a doctor of philosophy whose mental acquisition, after all, consists of unco-ordinated

snippets of literary history and philology—a dash of Anglo-Saxon Poetry, and the Chester Plays; a smattering of Gothic, and a sample of the Minnesänger; a semester of Gower, and one of Dr. Donne; a *soupçon* of Anglo-Saxon metre, and Aristotelian critiques of poetry—such is the ragout that is frequently served up in the name of university education. Evidently a student who escapes such a course with his associative faculties unimpaired is a monument to his own mental equipoise, not to the intelligence of the university that made him a doctor.

The cause of this confusion is largely false ideals of research inherited from Germany, but even more the absence of clear thinking in university administrators and teachers. From Germany we have imported the notion that the process of investigation is everything; the materials quite indifferent. In this view there is a plausible disinterestedness, and just enough truth to obscure the fundamental error. We would not minimize the value of any sort of truth, nor the desirability of research, however minute and remote from contemporary importance; but there is a world-wide difference between such self-effacing investigation pursued by a trained scholar as part of a large and well-reasoned plan, and similar studies pursued by a novice in the name of education. The distinction is fundamental; what in the first case may seem necessary and heroic, becomes in the second merely casual and foolish.

If Germany has thus imposed upon us an eminently unphilosophical notion of the relation of research to university education and college teaching, she has unconsciously done us a deeper harm by confounding in the one word "philology" a great variety of linguistic and literary studies, of differing importance and availability. The ignorant sort of dilettanteism we have already had; we have added a more insidious because a learned and plausible sort. The gushing person who imagines that he can teach English literature by plenary inspiration, without any knowledge of the history of the language or even without first-hand study of the history of the

literature is, after all, becoming rapidly discredited; the philologist who, on the basis of inarticulate enthusiasms and incommunicable tastes, fixes himself in a chair of literature is far more detrimental to sound studies. He is learned, and he gives to college presidents the impression of being also wise, which generally he is not. The quarrel here is not with philology, as such, but with those who, without comprehensive views or noteworthy attainment even in linguistics, dabble languidly in both fields; whose vaunted investigations frequently consist merely of marginalia; whose teaching is regulated not by any plan either philological or literary, but by the passing curiosity of the year or by the casual pressure of publisher or editor. Men of this type, however vast their merely cumulative attainments may be, are dilettantes—true successors of the Alexandrian scholiasts and the Della-Cruscans.

Without exaggeration, this is the temper that our university education tends to produce, and this is the reason why both our college teaching and our productive scholarship are of a scrappy and ineffective order. Of course, the remedy for impressionism is principle, and for intellectual disorder, logic. What we need in the present instance is a clear perception of ends. When the conditions of a rationalized education and the practical qualifications for college teaching are fairly considered, it will seem absurd to equip all college teachers of English as investigators in the German sense; it will seem culpable to impose merely random philological studies, and still worse to prescribe them for the student of literary history. It will seem indispensable to observe a certain sequence, and preposterous to omit the most rewarding authors and periods simply because they do not afford likely topics for doctoral dissertations. The real reform will come when university authorities have some conception of the distinctions between linguistic and literary study. Scholars like Professor Carpenter can do a good service by clear thinking and plain speaking on this matter. It is for those who have been the victims of learned dilettanteism to make

themselves heard. Reason is mighty and must prevail. The rationalization even of university education in English is not beyond hope.

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Rev. J. N. Kildahl, D. D., president of St. Olaf College, Northfield, Minn., spoke recently on "The Power and Work of the Christian College." His

**Criticises Lack
of Religious
Training.**

discourse sought to show more and more the necessity of church colleges and while he did not criticise state colleges for the educational work accomplished, he was plain in stating that they were lacking in theology and that the church was being sadly neglected in the state institutions.

Among the other things Rev. Kildahl said: "The object of the Christian college is to teach the Christian doctrine and to develop influences for Christian lives and produce the highest type of men and women. Christian colleges give a thorough training and their teachings are of a definite and positive character. They exercise a Christian influence, not only making religion a part of the curriculum but making all conform to Christian rules. All teachers must base their work on a Christian spirit, which must be dominating. They must be in a Christian atmosphere. Professors must be orthodox in their teachings. You will find a different student body at the Christian colleges from un-Christian institutions.

"There is no stronger power for good than the Word of God. Nothing better can be introduced into our colleges. What we need is the Christian college. We need more educated Christian men and women. Christians are the salt of the world. Those who lead in the college have more power than those who are being led and the heads of our institutions should be men of thought and ability. It makes no difference how many titles a man has, he must give himself up to religion. It is not sufficient to know which is right and which is wrong, but he must have the power to act for the good.

"We need Christian statesmen, Christian aldermen, lawyers, legislators, cor-

poration presidents, pastors, and fathers and mothers. We need men who cannot be bought. The true Christian will not sell his vote in the legislature or congress. We need Christian backbone. The Christian bank president will not rob that institution, the Christian instructor will not ridicule the church. You must look to the Christian college for the men we need. The state colleges lack in theology. You can't find them there."

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In his annual report on Columbia University affairs President Nicholas Mur-

ray Butler states the university needs \$12,000,000 at once. Last year the sum designated in his report was \$10,000,000. The chief cause for the increase this year, as stated by Dr. Butler, is the immediate necessity of raising the salaries which the members of the faculty at present receive.

"Despite the heavy burdens upon the corporation," says President Butler, "it is not possible longer to avoid facing the fact that the salaries paid to the professors and adjunct professors of the university are inadequate, and that the effects of this inadequacy are deplorable.

"The average salary paid to the 111 professors in receipt of compensation is \$3,746.85, and the average salary paid to the 39 adjunct professors is \$2,126.92. It will be seen, therefore, that the average salary paid to a Columbia University professor in 1906 is almost exactly one-half of the sum named by the trustees in 1876 as necessary to enable him to maintain his proper position in the community.

"Serious as this comparison appears at first glance, a consideration of all the attendant circumstances will make it more serious still. If the professors in 1876 were able to make successful appeal for an increase of compensation because of the increased cost of living as compared with 1857, what shall be said of the professors of 1906, who have to meet a cost of living increased far beyond the standard which prevailed in 1876?"

Dr. Butler then proceeds to point out that the cost of living during the past thirty years has increased between 10 and 20 per cent. He suggests that an average addition of \$1,000 at least to each professor should be made at once. This, alone, would absorb the interest at 5 per cent on a capital of more than \$3,000,000. Several important additions and changes in the faculty are now pending, which, however, cannot be consummated until the desired funds are obtained.

In the line of gifts to the university it was announced that during the last year sums amounting in all to \$1,050,323.16 were received to aid in carrying on or in extending the work at Columbia. Three of these gifts were for the endowment of professorships, the George Blumenthal fund for a chair in politics, the Edward R. Carpenter fund for a chair on the history of civilization, and the James Speyer fund to endow the Theodore Roosevelt professorship in the University of Berlin.

In regard to the future religious policy of the university, Dr. Butler said:

"Columbia University is a Christian institution, but by its charter and traditions it is a catholic institution as well, and the spirit of St. Paul's Chapel will be as broad and as tolerant as the spirit of the university. Its office will be to preach and teach Christian religion and Christian morals in the broadest and most fundamental sense of those terms.

"The chapel pulpit will be free to any Christian minister or other who may from time to time be invited to occupy it."

In spite of the recent additions to the outlay on the campus, Dr. Butler believes that still more room is necessary for the adequate housing of the rapidly growing schools in the university. A sum of \$5,000,000, he states, will be necessary to construct the new buildings, among which the most important are Kent Hall, where the Schools of Law and Political Science will be housed, new dormitories for resident students, and also the School of Journalism.

In regard to the proposed stadium which is to be built on the waterfront of the Hudson River, extending from

116th street to 120th street, Dr. Butler reported favorably. The plans are in course of preparation, and work will commence as soon as the necessary legislation has been concluded. The cost of the new stadium is estimated at \$1,000,000.

The indebtedness of the university at the close of the fiscal year ended June 30, 1906, amounted to \$2,900,000.

"So long as this heavy indebtedness remains," says Dr. Butler, "and funds must be found to meet the annual interest charge upon it, so long will the university suffer from its present embarrassment. At present the educational work of the university is being conducted without any addition to the debt. Unfortunately, severe and often harmful economies and sacrifices are necessary in order to make this possible."

In the latter part of the report Dr. Butler takes occasion to make a definite statement regarding his ideas on the game of football; a statement, it may be depended upon, which is the official platform practically on which Columbia will hereafter rest. After dealing at length with the causes which led up to the abolition of the game at Columbia last year, Dr. Butler said:

"The moral qualities which it was supposed to foster were not strongly in evidence. The most important football games had become in fact purely professional contests, for professionalism is not so much of a thing of money as it is a thing of spirit and point of view. At times, when students should themselves be taking physical exercise for their own good they stood grouped by hundreds, watching a contest between trained representatives of their own institution and another.

"That these contests were gladiatorial in character the history of the last few years of the game plainly proves."

Chemical revolutions are promised by J. R. Rydberg, professor in physics in the university at Lund, Sweden. He has a new theory about chemical elements. He has come to the conclusion that there must be an element having

less atomic weight than any element heretofore known; in fact, only a small fraction of the atomic weight of hydrogen. It is further stated that such an element, the electron, was known before but that Prof. Rydberg has discovered that it does not consist of any separate kind of material. It is thought that the consequences of this will be exceedingly important, and will lead to the discovery that metals are not simple elements but are composed of electrons. It will follow, also, that electrons, as the new element is called by Prof. Rydberg, is a universal gas which, at all events, forms an atmosphere which prevails throughout our solar system. It is expected, also, that the new discovery will lead to full scientific explanations of many things which have remained doubtful or unexplained, as, for instance, the magnetic storms in connection with sun spots periods, the northern lights, the terrestrial magnetism.

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At the Educational Conference of Secondary Schools held at the University of Chicago, it was shown that the fight against high school fraternities is not at an end but is going to be continued until the prep school clubs are wiped out.

The most important action taken in regard to the fraternity question was the unanimous adoption of the report of the committee appointed five years ago by the same organization for the purpose of making a thorough study of the question with the view to making recommendations. For three years the committee

has been collecting data and forming opinions for the final decision which came recently.

The following gives the principal points covered: "This report is intended to show that fraternities and sororities as they exist in our high schools are detrimental in the influence upon the school in which they exist, that they are detrimental to the pupil himself in that they undermine the character and become a fetich to be worshiped by boys and girls, creating disloyalty to the parents as well as to the school; that they are mere imitators of college life, leading to an early manipulation of community politics; that they are the cause of jealousies; that their standards are entirely different from that of the school; that only the elect are called; that often they are an element of danger and show a truculence absolutely comical in its character if it were not so serious in its trend and effects, and, finally, that they are undemocratic and unsocial in that all pupils should enjoy the advantages offered. 'Once a member always a member' creates a loyalty to a group that becomes a disloyalty to the whole.

"Therefore, it is resolved, that it is the judgment of the deans and principals of the schools affiliated with the University of Chicago that neither the fraternity nor the sorority has a place in secondary schools and that, therefore, both are condemned."

Recommendations were made to the boards of education in all of the cities in the west that rules similar to those found in Des Moines and Seattle be adopted and a strong fight waged against the high school clubs.

OF CURRENT INTEREST

A NATIONAL UNIVERSITY.

The association of the presidents of state universities which has been in session in Baton Rouge has put itself on record as favoring the establishment at Washington of a national university. The object aimed at is the securing of opportunities for higher instruction which the state universities are not able to give. Such an institution would make the crown of the system of public education of the country, the free grammar and high schools, and the practically free state university making a thorough education for boy or girl a comparatively inexpensive thing.

The facilities which the government already affords through various establishments at Washington, if they were co-ordinated, would make a fair start with comparatively little outlay. The great congressional library, the archives of the various departments, the Smithsonian institution, the patent office, the naval observatory, the bureau of standards come to mind at once when Washington is considered as the seat of a real university in the strictest sense of that term. These contributing forces have already been taken into account by several religious denominations which have established educational institutions there. They probably had influence in connection with the location of the Carnegie institution, which already is carrying on much investigation along the lines of the higher university work in the thought of the college presidents mentioned.

George Washington had the idea in mind and left a sum of money for the inception of such an enterprise. The subject has been presented to the attention of congress at various times in the national history, several reports of committees to consider it being found in the government documents. Many of the most progressive of the public men have favored it, and its reappearance from time to time as a theme of discussion probably reflects the feeling on the part

of many citizens that something in this direction should be undertaken.

PROPOSED CHANGES IN HARVARD CHAPTER OF PHI BETA KAPPA.

The proposed changes in the membership of the Harvard Chapter of the Phi Beta Kappa Society, recently made public, are very significant as showing the tendency of the society, and of the university in general, no longer to regard grades as the sole indication of scholarship and intellectual ability. Heretofore the basis of selection of new members of the society has been almost entirely the grades obtained in college and little account has been taken of the men of perhaps greater natural ability whose work in various lines of intellectual activity has prevented them from getting the highest marks in their college work. The proposed changes in the constitution of the society promise to remedy these defects by increasing the membership and also by increasing the list of men who would be eligible for election.

The plan is, in brief, to increase the number of undergraduate members from the senior class from thirty to thirty-five, of whom the first eight are to be elected as at present, on the basis of the grades as recorded at the college office. Three of these eight are then to serve as a membership committee and report to the first eight on the qualifications of other candidates. At the next regular elections twenty-two men, instead of seventeen, as at present, are to be elected, and the choice is to be made from the forty-four men highest in rank not already elected, instead of the twenty-five highest. A committee of five is then to report on the qualifications of candidates not necessarily included in the fifty-two best scholars; and from these candidates, the five "honorary" members are to be chosen. The undergraduate members are to have entire freedom in choosing the five members at large, the ratification of the graduate society no longer being necessary.

The important changes from the present system are as follows: "The membership of the society is enlarged, a change demanded by the increased size of the university. Since the present system of choosing twenty-five members and five members at large was instituted, the college has at least doubled in size. The proposed increase seems, therefore, to be none too great to accord with the increased size of the college. A more important change, however, is the increase in the number of eligible candidates from whom the members are chosen. This will allow the election of men of true scholarly ability, such men as Bryant, Hale, Emerson and Lowell, who in years past belonged to the society. Too often in recent years the society has represented rather the "grinds" of the college than the scholars, and has thereby fallen in the estimation of the undergraduate body. By these changes, and by permitting the undergraduate members to choose the five honoraries without the ratification of the graduate body, it is hoped that an improvement may be effected in the standards of the society. In its true position, the Phi Beta Kappa Society should represent the best intellectual activity of the college, as the football and baseball teams represent its best in athletics.

IGNORANCE OF THE BIBLE.

Professor William Lyon Phelps, of the English Department of Yale, calls renewed attention to a fact which is brought out by some college instructor about once a year. The average student knows little about the Bible. If the application had been made more sweeping it would have been just as true a statement. The average man or woman in the country has a limited knowledge of the venerable book. Many read it for the sake of religious comfort who have no appreciation whatever of its worth from the literary point of view.

Because of this lamentable ignorance the Yale man suggests that the entire list of books required in preparation for college entrance requirements in English be set aside and the Bible used instead. Such action, adds the Chicago Tribune,

would stop the wrangling of committees over editions and texts. It would simplify the work of examining the papers submitted by the incoming students. And, far more important, it would provide the best foundation for more advanced work in college English.

Those who have paid much attention to the literary study of the Bible in recent years, have shown the wealth which is contained in it, as poems, essays, sermons, dramas, songs, laws, have been pointed out within its covers. There is hardly a form of expression which is not illustrated in simplest diction. For clear cut, luminous language it stands pre-eminent among the writings of the world. As a text book in English it is unsurpassed.

But the most important consideration adduced is that it has been used by every master of literature as a storehouse from which apt illustrations and striking figure have been taken. The greatest poems in our language are filled with references to it. The orators have delighted to use its stories as the most forceful and effective illustrations. Tennyson is full of such suggestions, many a poem of his being unintelligible without the previous knowledge assumed of the reader. If Daniel Webster characterized Alexander Hamilton as one who smote the rock of the national resources or touched the dead corpse of the public credit, he appealed to a knowledge of the Bible.

Notwithstanding this fundamental literary character of the Bible, the ignorance of the average citizen of Biblical material is rightly characterized as "universal, profound and complete." It is safe to assert that thousands who repeated the expression, "crown of thorns," or the accompanying "cross of gold," in a heated presidential campaign had no definite appreciation of the source of such illustrations. The confusion of Adam and Abel or of Golgotha and Goliath might be matched by countless illustrations of equal ignorance. It is strange that a source book of such literary importance should be so much neglected.

TRAVELING AGRICULTURAL SCHOOLS.

Traveling university extension teaching for farmers has proven a pronounced success. It is altogether impossible for most farmers to attend college for instruction in modern agricultural methods, were they so inclined and consequently the agricultural development of any section can only be insured by interesting the farmers by bringing the instruction to their doors. Where this is done the farmer invariably proves an enthusiastic and willing student.

The first attempts of this kind were the "Corn Specials" and "Wheat Specials," which toured several of the Western States, bringing to the out-of-the-way farmer illustrative exhibits and instruction. More recently the movement has reached the East and it is hoped that many of the abandoned New England farms, which have been in that condition for years, showing the decadence of the rural communities in those sections, will once more be fertile.

The traveling school consists of a train of cars, equipped with apparatus and exhibits illustrative of farm crops, fertilizers, animal industry, dairying, horticulture, entomology and forestry. A portion of each car is given up to the exhibits and the rest is an audience chamber, or lecture room. Stops are made ranging from an hour upwards at all stations along the line of travel. The lectures are followed by an inspection of exhibits and the answering of any questions pertaining to the lectures or other problems which may be puzzling to the farmer.

While the length of time the farmer is in touch with the lecturer is small, the number of farmers reached on such a trip is much greater than the combined registration of the agricultural colleges in such a section, or probably in the whole country. The lectures, however, awaken interest and impress upon the farmer the significance of the experiment station work and the absolute necessity of keeping in touch with it if they expect to gain a livelihood by farming in these competitive days.

FRENCH CLUB AT AMERICAN COLLEGE, CONSTANTINOPLE.

At the request of the students of the American College for Girls at Constantinople, a French club has recently been organized, its object being the propagation of the French language among the students. The membership is voluntary, but is confined to the students of the college, the preparatory students and the teachers being ineligible, with the exception of the two French teachers. The members number about fifty at the present writing. The society holds two meetings a month, the first being literary in its nature, consisting of lectures, readings and discussions of literary subjects; the second being social and including games and charades. The motto of the club indicates its dual nature: "Travail et Gaite," and the colors are the French tri-color. The officers are the following-named: President, Mlle. Roberjot, the head of the French department of the American College; vice-presidents, Mlle. Zwierzohowska, assistant teacher of French, and Miss Emmanuel, a Greek graduate student; secretary, Miss Logios; treasurers, the Misses Kirova and Klonaridou. The first meeting was to be held this week Wednesday, but was postponed on account of the illness of Mlle. Roberjot.

The French department of the college consists of six classes. The students coming from the preparatory school enter the freshman or third-year French, the first two years' work being for students coming into the sub-freshman or freshman class from other schools with little or no previous French. These classes are, however, small, for French is still the second language of most Orientals, many Greek and Armenian families speaking it habitually among themselves. English and German are both gaining adherents fast in this country, but for some time to come French will continue to be the language of courts and polite society. A strong French department in an Eastern college is, therefore, very important. In the American College for Girls, each student is required to study English, either French

or German, her vernacular, and the ancient form of her language if it has one. Thus a Greek girl studies English, generally French, and modern and ancient Greek, and often begs to be allowed to take German or Latin. A Bulgarian student, by the same plan, studies English, French or German, Bulgarian and Slavic. The languages taught in the college are Greek, ancient and modern, Bulgarian and Slavic, Turkish and Arabic, Armenian, ancient and modern, Latin, English, French and German.

Three Hebrew girls once formed a Hebrew class. The nationalities that are represented by only one to four students at one time are not taught their vernacular. The language of the school is English, all classes except the language classes being conducted in that tongue, American text-books being in general use. Chapel exercises and all public exercises, except an occasional lecture in French, are also in English. The students are required to speak English among themselves three times a week, and French three times, while on Sunday the vernaculars are permitted. At meals German is spoken at one table, French at two, and English at the others. Although the language departments are made as strong as possible, that the students may not lose touch with their own people, the fact is never disregarded that the school was founded by Americans, is governed by Americans, has a charter from the Commonwealth of Massachusetts, and is an American college.

THE HONOR SYSTEM IN COLLEGES.

There has of late been considerable discussion of the so-called honor system in colleges. The phrase generally applies merely to the conduct of written examinations, during which the students, being on honor to accept no aid, are released from supervision of any kind. Ordinarily, a signed statement that no aid has been given or received is appended to the examination-book. Princeton and Williams are colleges that early introduced this practice. President Hyde of Bowdoin College, in a letter recently published in these columns, has expressed skepticism as to its value. He

points out that honor is too sensitive a sprite to be invoked on slight or routine occasion. He questions if we do not actually cheapen the sense of honor when we too frequently bid students make solemn asseveration. President Eliot, we believe, is of similar opinion, holding that the plan is sentimental and unbusinesslike, impairs the seriousness of examinations, and thus the worth of a degree.

Championship of the system, it is to be noted, comes largely from the South. Many Southern professors write that not only in examinations, but deportment generally, Southern students are bound by the honor of a gentleman. There is, it is maintained, so scrupulous a respect for the collective honor that a student cheating in examination is incontinently sent to Coventry, having made himself an impossible companion for gentlemen and men of their word. We are assured that a similar sentiment frowns upon and keeps down horse-play in the class-room, ragging professors, and other demonstrations that in the North are regarded as lawful recreations. It is plain that the South is exceptionally blessed. Where a clear-cut student sentiment exists, faculties would be foolish, or worse, to run counter to it. We understand that no pledge or formal statement is required of any Southern college student, that faculties practically wash their hands of this branch of discipline, the students remaining keepers and arbiters of their own honor.

It is evident that the existence of such a sentiment as a fixed tradition, is very different from the deliberate attempt to create it. President Hyde's remarks, for instance, apply not to the Southern institution, but to the honor system as consciously introduced in the North. He is right, we feel, in doubting if the results of the propaganda have quite fulfilled its promise. The honor system in the North is weak precisely where the liberal regime in the South is strong—namely, in an aggressive student sentiment to enforce it. President Hyde recalls that in a college in which evidence of cheating is referred to a student tribunal, no evidence except that of the blue-books has

ever been presented. This means either that for several years no student has ever seen a college mate cheating, or that the express agreement to report and discipline offenders has been persistently disregarded. So certain is it that a certain amount of cheating has gone on that advocates of the "system" often rest merely on the assertion that there is less cheating, after all, than there was when proctoring made it a kind of sport.

If this be the case, it is clear that student sentiment remains pretty much what it was, and that the adoption of a system has not inculcated an effective sense of honor. It seems probable that, as from time immemorial, it is regarded as permissible for a man to cheat to save his academic neck, but as bad form to "crib" for prizes or honors. The new system may have sacrificed a certain number of scrupulous, intellectual weaklings, and may have shamed a few mediocre student into honesty; it has nowhere evoked a public feeling so tonic and formidable as that which is said to prevail south of Mason and Dixon's line.

It is easy to see that there may be practical conveniences in what is a makeshift order of things. To leave examinations unsupervised relieves a professor of an invidious duty, and one that perhaps should never be put upon him—that of suddenly becoming inspector of the men he has been serving as guide, counsellor and friend. The happy-go-lucky way also frees the younger lights of the academic hierarchy from the tedious duty of pacing the aisles of examination rooms. It allows the overwrought student discretionary recesses for pipe or social conversation in the open air. All these things may be considered, and possibly are, *bona in se*, but it is hardly necessary to invoke the high name of honor in such a connection.

To us it seems idle to hope to introduce by statute anything like a clear-cut sense of honor facultywards among a student community habituated to the conventional ethics held by most Northern college men. A man or a class is honorable altogether, or the word means rather little. A college class that is honorable only so far as it does not diminish

the chances of survival of its weaker members, is indulging in a shuffling sort of casuistry. Indeed, it might be fairly asked if the old rude rule of "all's fair against the faculty" is not actually more ingenuous.

It is possibly more important for student communities to clear their minds of cant than to write themselves down honorable men many times a year, meaning thereby merely that all but a small and pardonable fraction are, according to the specifications, honorable. Professors, too, in taking a stand on this matter may profitably inquire whether what seems an aspiration for a more ideal atmosphere is not a disguised longing for lines of least resistance. Practically, one will find that, under any system, "cribbing" is likely to be common in badly conducted courses, and rare in those in which the instruction and discipline are of a high order. At one point the evidence is incomplete where it might be most instructive: Has a student body in the South ever lost its sense of honor? If so, what has the faculty done about it? A Southern professor who will answer these questions will do a real service to Northern colleagues a little dismayed at the task of creating a sense of student honor to order.

EDUCATION OF JAPANESE GIRLS.

There are 10,000 girls in Tokio who have come from the provinces to complete their education, writes Mary Crawford Fraser in *The World's Work*. These girls are living in cheap boarding-houses, where no one takes any interest in them, and the results can only be called deplorable.

Suddenly emancipated from home supervision, their heads filled with wild dreams of independence and of equality with men, their leisure hours occupied with a low class of romantic literature, what wonder that scandal follows scandal and that the reputation of the Japanese girl for modesty and purity is being destroyed? The girls are really as yet quite unfitted to take care of themselves and are thrown into situations where Western mothers would not allow their well-taught, self-reliant daughters to remain for a single day.

The Japanese school system was founded on the American model by Dr. David Murray. He was adviser to the Minister of Education from 1875 to 1897. From the age of 6 to 14 every child is compelled to attend school. The percentage of attendance is certainly over 95 at present. There is in the primary schools. There is so great a rush to the secondary schools that thousands of candidates are turned back every year. With a certain number of shining exceptions the teachers are inferior persons, for the very good reason that the wretched salaries paid offer no attraction to men and women of ability.

The Japanese of the lower classes are flocking to the schools. They want to rise socially, to have more ease and comfort. Education seems to promise it to them, and finally they persuade themselves that they are consumed with a passion for learning.

They give their troubled elders no peace until they gain their point and go to one of the great towns to attend a secondary school of some kind. In several cases young girls, unable to persuade their parents to comply with their desires, have fled secretly from their homes, trusting to the kindness of strangers to support them in the further stages of their rebellion.

Not long ago there were 900 applications for entrance to a school which contained only seventy vacancies. Eight hundred and thirty thoroughly qualified candidates had to be sent away.

EXPENSES IN SMALL COLLEGES.

The cost of obtaining a college education is often a very serious consideration to those most worthy of its benefits. You may regard it as proven that the young man who gives some regard to the amount of money his father must pay for his university life is generally the

sort that will do honor to his alma mater. So, while the large and necessarily expensive colleges will always be filled, the opportunity for good presented to the minor institution is often incalculable.

How much does it cost annually to get through a small college? The authorities at Dartmouth, certainly a trustworthy type of the more modest institution, have recently made a careful investigation of the matter, and the result appears in the Dartmouth Bi-Monthly for October. "The canvassers understood," says the article, "that the object of the investigation was to determine the total expenditures of each student during the college year and how much he contributed toward paying his expenses by work in college and during the summer. Board and room rent were to be included in every case, whether the student actually paid board and room rent or received board and room in payment for work. In the latter case the items were to be estimated at the current rate. Six hundred and forty-eight complete schedules were obtained. That is, information concerning 79 per cent of the student body was obtained."

The figures obtained from all this would astound a father used to the drafts upon his exchequer by a son in a "big" college. They show that the lowest expense reported was \$314.50 and the highest was only \$1,977. Both accounts were verified, and both include tuition. Half of the students have expenses more than \$564 and half have less, and it appears that "a student can easily go through Dartmouth on from \$500 to \$600 a year."

These figures, we presume, would be approximately duplicated at Amherst, Williams, Bowdoin or Wesleyan. In any case they prove that there is no overcharge for the best New England education of today.

GENERAL COLLEGE NEWS

The Board of Regents of the University of California have decided on plans for the establishment of an academy of Pacific Coast history, with the great Bancroft Library as a foundation upon which to build up a great collection of works dealing with the ethnology, geography and history of the whole Pacific Coast, Hawaii, Alaska and Spanish America. It is proposed to house this vast library in the new building which will be constructed with the Charles J. Doe bequest of \$750,000. It is estimated the expense of maintaining the institution will be \$10,000 a year. Aid will be sought from the Bureau of Historical Research, recently established in Washington by the Carnegie Institute, and an active campaign will be inaugurated to secure sufficient funds for the proper maintenance and increase of the collection.



Yale and two other universities are remembered in the will of the late Professor James M. Hoppin, of Yale, who died a short time ago. The gifts are as follows: Dartmouth College, \$500; Knox College, at Galesburg, \$500; Yale Alumni Fund, \$1,000; Yale Foreign Missions in China, \$1,500; Art Library of Yale Art School and to the Yale Art School, \$60,000. The last named gift is for the establishment of a professorship in architecture at the Yale Art School. All the gifts are outright, except the last named. The \$60,000 will not be turned over to the university until the death of Professor Hoppin's son, who has the life use of the fund. The son is Benjamin Hopkin, and he lives at the home of his father in New Haven. The will is on file in the Probate Court, and there will be a hearing on its admittance to probate on Nov. 27. The executors of the will are Professor George D. Watrous, Eli Whitney and Professor Henry W. Farnam.



United States Commissioner of Edu-

cation Elmer E. Brown of Washington and Governor William T. Cobb participated in the dedicatory exercises last month of the library given to the University of Maine by Andrew Carnegie at an expense of \$55,000. Commissioner Brown made the dedicatory address. Governor Cobb delivered the keys to the president and faculty of the University after the presentation of the building to the State by Henry Lord of Bangor, president of the board of trustees. Librarian Ralph K. Jones delivered an address on "The Relation of the University Library to the State." The exercises were followed by a reception.



Word has been received of the bequest of over \$70,000 to the Iowa State University in the will of Whitney Carr of Jordan, N. Y., whose will has been offered for probate in Syracuse. His library and geological specimens go to Syracuse University.



Mr. Charles A. Capen of Willimantic, Conn., secretary of the trustees of the Connecticut Agricultural College, has just had turned over to him for the college, from the executors of the estate of Edwin Gilbert of Georgetown, 12,000 shares of stock of the Gilbert & Bennett Manufacturing Company of Georgetown, worth \$60,000, with an income of \$3,000. According to Mr. Gilbert's will they will form a trust fund for the use of the college.



The University of California has just learned of the gift of \$100,000 by the widow of the late Judge Boalt to the university authorities for the construction of a new law building on the campus at Berkeley. Mrs. Boalt has placed property worth over \$100,000 in the hands of three trustees with the stipulation that \$100,000 shall be expended toward the erection of the Boalt law building on the campus, as a memorial to her husband.

The building is to contain class rooms and studies for the members of the faculty, and a library which will be sufficient to contain from 50,000 to 100,000 volumes. There is already a nucleus for a good law library and the law library endowment, created by Mrs. Jane K. Sather of Oakland, which now amounts to \$16,500, will add much to the value of the law library to be installed in the new building.

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Announcement is made by the Commercial Club committee at Louisville, Ky., working to raise a \$1,000,000 endowment fund for a big university, that a prominent eastern man known in the philanthropic world has offered half the sum needed if the rest is raised. It is planned to use the charter of the University of Louisville, which is very broad, but it is the idea to make the institution more than local. It is announced that another gift of \$100,000 has also been secured outside Louisville.

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President Richard D. Harlan of Lake Forest College has announced gifts to the institution which, together with donations already made provisionally, practically insure three new buildings. The gifts are \$36,000 from Mrs. T. B. Blackstone for a dormitory and an addition of \$7,000 to Calvin Durand's donation for a college commons. Together with the \$30,000 science hall promised a year ago by Andrew Carnegie, the gifts are conditional upon the college's raising \$50,000 for the maintenance of the science department. Mrs. Blackstone's gift practically is a duplicate of one made by her a short time ago—a \$36,000 dormitory, which is under construction.

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The sum of \$1,187,516 has been paid into the University of Chicago treasury during the last four months in fulfillment of promises of gifts previously made the university, according to the quarterly statement of Acting President Harry Pratt Judson. Of this amount \$35,545 applies on the following gifts made recently: Thirty thousand dollars from John D. Rockefeller for the James Hall geological collection, \$11,669 for the

Harper Memorial Library fund, \$3,600 for unstated purposes, \$6,305 for the Institute of Sacred Literature from various friends and \$5,500 from several railroads for the university's courses in railway science.

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St. Paul's Chapel at Columbia University was thrown open to the students for worship and dedication on Thanksgiving day. The edifice is the offering of unknown givers representing a gift of \$300,000, and in many respects unique in its architecture and construction. It is the only building in the United States in which the interior construction even to the staircases is of burnt clay. The style is of the North Italian architecture of the 15th century. A burst of color as of golden sunshine greets one as the doors open. The whole interior effect is of warmth and harmony. The perfect blend in color throughout the different materials, brick, tiling or bronze characterizing all details, produces a singularly harmonious and pleasing effect. The interior is of Norman brick, a material seldom used in church construction, with trimming of terra cotta and limestone. The decoration is of Byzantine order. The entire floor rests on Gustavino arches, without support of any iron construction, resting only on four solid piers in the basement.

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Dr. J. E. Stubbs, president of the University of Nevada, has notified the board of regents that he has received a promise of an endowment of \$250,000 for the university. It will be given to the college within a short time and will be used in upbuilding the State institution. Dr. Stubbs has refused to make known the names of the donors of this munificent endowment until later, when their names will be announced in the general assembly.

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The greatest projected gift of Mrs. Russell Sage takes the shape of a church and college in Far Rockaway, to be known as the Russell and Olivia Sage Memorial Church and Sage College, it is understood. Surrounding these costly buildings will be a park of four city squares to be called Russell Sage Park.

It is understood that more than \$2,000,000 will be devoted to this project, and that a large sum will be set aside on the death of Mrs. Sage as an endowment fund.

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President A. W. Harris of Northwestern University recently announced that a gift of \$50,000 had been made to the school to be used in the general endowment of the institution. The name of the donor was not made public, but it was said to be a well known eastern man who has recently made other gifts to colleges, but who has not allowed his name to be divulged in connection with them. While gifts to the general endowment fund of the university have been received frequently a slight disappointment has been expressed by friends of the school that more money has not been available for building purposes. Contrary to the general rule, Northwestern is rich in endowments, but poor in the matter of buildings and equipment, having about \$5,000,000 in the general fund and only about \$3,000,000 in real estate holdings and buildings. In other schools the opposite relationship of the two funds is the rule.

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Preparations are being made to move the Swedish Theological Seminary of the Methodist Church from its present site on the campus of Northwestern University at Evanston, Ill., where it has stood for a quarter of a century, to a new site, which has just been acquired. A new building will be erected to cost \$50,000. The moving of the school was necessitated by the purchase of the lease of the old site of the building by Northwestern University at a cost of \$16,000. The seminary is the only Swedish theological school in the United States.

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At the University of Wooster, O., new buildings are being added to the campus equipment. The addition to the library, which will double its capacity, is nearing completion. The finished building will represent an expenditure of \$71,000, all of which has been provided by Mr. Henry C. Frick. At the cost of \$80,000, a dormitory is being built which will accommodate ninety young women. Dur-

ing the present year five Wooster graduates are enjoying the honors and advantages of fellowships in the theological seminaries and universities of the East. These scholarships have been won at Columbia (two), Yale, Hartford Theological Seminary, and Princeton Theological Seminary.

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The corner stone of Brooks Hall, the new dormitory of Barnard College, Columbia, was laid last month. Rev. Dr. Edward B. Coe, senior minister of the Collegiate church of New York, opened the services, and Bishop Potter officiated. An address was made by President Nicholas Murray Butler, in which he announced that the name of Brooks Hall had been chosen by the board of trustees in memory of Rev. Arthur Brooks, who had labored so incessantly in behalf of Barnard College. After the stone had been laid by Dr. Silas B. Brownell, chairman of the board of trustees, the procession filed back to Milbank Hall, where the college girls sang another one of their college songs. At the main building, which had been beautifully decorated with orchids and chrysanthemums, a reception was given to the alumnae and the invited guests. Brooks Hall, which is to be one of the most sumptuous college dormitories in the country, will be seven stories high, with a half basement showing on the side which faces the street. The front of the building will face the campus, and show a cloister effect much like that of the halls which are now in use.

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At the recent meeting of the Arkansas Synod of the Presbyterian Church of America at Russellville it was announced that the College Board of that church would set apart \$1,000 annually for the running expenses of the Arkansas Cumberland College, Clarksville, Ark., and that \$100 annually would be devoted to the education of each of the pupils preparing for the ministry in that college.

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The secondary industrial school opened at Columbus, Ga., December 10th, with the financial assistance of George F. Peabody of New York is the only one of

its kind in the south. Its purpose is to prepare young people between 14 and 20 for intelligent service in industrial occupations.

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The University of California has received by donation the herbarium and botanical library of Mr. and Mrs. T. S. Brandegee, of San Diego. The herbarium is one of the most important in the West, since it contains something over 100,000 sheets of carefully selected plants.

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The auditorium of the University of Illinois, now in course of construction, will be one of the handsomest buildings on the campus, its only rival in point of beauty being the library building, said to be the most beautiful state building in Illinois. The new structure will cost \$100,000, and will seat 2,900 persons, 1,500 of whom can be accommodated on the first floor. The building is circular in plan, with a vestibule in front. Two classic Ionic columns, 30 feet high, support stone designs. The main floor, built entirely of granite, is 8 feet above grade, and is reached by granite steps 60 feet wide. The remainder of the building is of brick, trimmed with Bedford stone. The main floor is of concrete and the dome of steel. The building will be as nearly fireproof as it is possible to make it. Every precaution will be taken to provide against crushes at entrances or exits, the doorways totaling 67 feet in width. There is but one gallery, supported by cantilevers, and extending 24 feet from the rear of the building. The farthest point from the stage is but 96 feet from the center of the platform.

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The recent gift of \$10,000 of Andrew Carnegie to the new Presbyterian German Theological College, now in course of erection at Dubuque, Iowa, makes the bestowal of the eastern philanthropist on the college \$25,000. The cost of the new site and buildings exclusive of furniture is \$90,380, of which \$7,000 is lacking. Two hundred and fifty thousand dollars is needed for the endowment, \$150,000 has been secured, which leaves \$150,000 still needed for the endowment

fund. Ten thousand dollars will be needed for the furnishings. Besides Mr. Carnegie's gift, among other larger donations are: John A. Converse, Philadelphia, \$16,000; Dr. D. K. Pearsons, Chicago, \$10,000; T. W. Synnett, Philadelphia, \$7,500; and Mrs. William Thaw, Pittsburg, \$6,000.

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The order of Jesuits of the New Orleans province have bought a tract of fifty-five acres two miles from Nashville, Tenn., to establish a college for boys which will eventually be a great university. Bishop Thos. S. Byrne, of the Nashville diocese, through whose efforts the college is to be established, made the condition that the order should send its best men to be put at the head of the college. This is the first work of the Jesuits in Tennessee. Buildings to cost \$150,000 or more will be begun at once. The site adjoins the Nashville Golf and Country Club and is one of the best locations in the surrounding country.

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Trinity Methodist Church, which cost \$33,000, designed for the benefit of the University of Illinois Methodist colony, was recently dedicated with services lasting all day. President Edwin H. Hughes of Depauw University at Greencastle, Ind., and Dr. W. D. Parr of Kokomo, Ind., were the principal speakers.

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The Pacific Improvement Company has given the University of California the tract of land on which was situated the Pacific Grove Chinatown. This is one of the finest locations on Monterey Bay and has a small beach and harbor that is a safe landing place. There are about four acres in the tract and it is valued at \$50,000. The gift is for the purpose of erecting a large Biological Garden where Professor Jacques Loeb can carry on his study of marine life.

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The trustees of Hobart College, Geneva, N. Y., have accepted the proposition of William Smith of that place to found a college for women with an endowment of \$350,000. It will be known as the William Smith College for Women.

Dean Kirchwey of the Columbia University Law School has announced that arrangements are being made for a summer session, so that the course may be finished in two, instead of three, years. This decision, it is said, is a result of a petition of first year men which declared that it took them nearly twice as long to finish a course at Columbia as it would at other law schools. The summer session will be in charge of the regular professors and some from other universities. One-third as much will be accomplished as in the regular session.

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At a meeting of the Presbyterian Synod articles of incorporation were presented to the conference for a board of trustees for an industrial school now being built in Forsythe, Mo. The school is being built to educate those children in that part of Missouri that are not able to receive an education in other ways. The school is now half finished and if the project is a success the Synod intends to build others in other parts of the State. They will be supported by church and personal contributions. The movement is meeting with warm approval from the ministers and elders of the conference.

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A gift of \$50,000 for a professorship in pathology in Yale Medical School in honor of Dr. John Slade Ely has been announced.

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A proposal is under way to build in Rome a theological seminary for the exclusive use of English speaking students.

The building is to cost \$50,000. The plan for a separate college for English speaking students at Rome originated with the Pope, and he is now preparing a letter on the subject to be addressed to the Bishops and Archbishops in all the English speaking countries. All the Roman colleges and seminaries are now overcrowded, and the Vatican authorities were forced to adopt some plan to relieve the congestion or quit receiving students from other countries. Pope Leo believed it wise to have at least a few students from every diocese throughout the world educated in Rome and thus imbibe the doctrines and teachings of the Church at their very source. Pope Pius X. approves of this policy, and rather than diminish the number of students sent to Rome, would increase it by making more room and building a separate seminary for the English speaking students. The new seminary will be built to accommodate 2,000 students, and the cost of erection and maintenance will be borne by the English, Irish, Scotch, Canadian, Australian, and American Catholics.

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A movement has just been started among the alumni of Johns Hopkins University to raise \$1,000 towards the erection of a Protestant Episcopal Church in Tokio, Japan, which will cost \$10,000, and for the erection of which it is desired that the funds required be collected from college men. Rev. John Armistead Welbourn, a Protestant Episcopal missionary in Japan, who graduated at Hopkins in 1896, is at the head of the general movement.

THE SMALL COLLEGE

The arguments in favor of the small college may almost be taken for granted. Not every boy is fitted by temperament or training to profit by the advantages of Harvard or Yale. For certain types of character the supervision exercised by the faculty and the more intimate community life of the small college are very wholesome. Another consideration, as Mr. Carnegie notes, is that at the

big colleges sport is too generally supplanting study as the subject of chief interest. On the other hand, the small colleges, as James Bryce has said, "set learning in a visible form, plain, indeed, and humble, but dignified even in her humility." To these advantages add simplicity of living and a thoroughly democratic spirit—commoner in the West than in the East—and you often

have the ideal conditions for training a sturdy American.

But the problem of maintaining a college is not what it was fifty years ago, or even sixteen years ago, when Mr. Bryce wrote the words just quoted. The days when a few inspiring teachers and an outfit of textbooks would do the work have passed forever. Extensive libraries and laboratories must be heavily endowed in order to keep pace with the rapid progress of modern science. Thus it has come about that "universities" which were once the pride of booming Western towns are now ridiculous in everything except their aspirations. Not every thriving railway junction has developed into a Chicago that is willing and able—with subsidies from the oil, wheat, beef, and iron trades—to support a substantial seat of learning. Scores, perhaps hundreds, of colleges are now worrying along, hand to mouth, nothing but a monument to the misdirected ambitions of real estate speculators or to the wasteful rivalry of sects.

Depressing statistics as to the conditions in the South were prepared in 1901 by Prof. E. H. Babbitt, then of Sewanee, but now of Rutgers. He worked through the catalogues of forty-four of the strongest and most enterprising colleges for white students in all of the States that belonged to the Confederacy except Virginia. He found that a few colleges had an endowment of between two and three hundred thousand dollars, a few others had half that, and many had none worth mentioning; that the average amount of instruction in a Southern college was not more than the full work of six men; and that there were probably not more than 4,000 students who could pass the standard admission requirements. In material equipment (buildings, library, laboratories), productive funds, numbers and quality of faculty, and students, the Southern colleges are, says Professor Babbitt, "pathetically poor." What is true of the South, be it remembered, is also largely true of the West, and to a certain extent of the North. In brief, "there are not students

enough for the colleges, and there are too many colleges for the students."

The remedy which Professor Babbitt proposes is the remedy which we have suggested: there are, he notes, "a Methodist tree, a Baptist tree, and a Presbyterian tree, crowding one another and getting puny and unsound, where any one of them would grow into good timber if the others were sent to the woodpile." He would have a benevolent despot, upon the advice of an expert commission, pick about twenty of the strongest institutions and equip them adequately for college work. The rest could be turned into either preparatory or scientific schools, or else entirely blotted out. This plan is, on the face of it, revolutionary; but it is none the less deserving of serious consideration. The colleges themselves will not voluntarily undertake the process of combination, differentiation, and extinction. Local, religious, and personal jealousies would be too strong, even in the celestial minds of alumni, trustees, and professors. The college that is least worthy would be most reluctant to relinquish its right to confer worthless degrees.

Thus the problem is complex and difficult. To persuade one institution to drop its preparatory department, another its collegiate department, a third a pretentious conservatory of music, and a fourth some flabby courses in engineering, is a task requiring both diplomacy and money. Old teachers would have to be suitably provided for, specific endowments would have to be guarded, and innumerable prejudices allayed. To accomplish these beneficent results by an appeal to right reason and pure altruism is an obvious impossibility. Money sufficient to maintain the teachers and officers already attached to the several institutions and to guarantee success after reorganization would be a *sine qua non*. Above all, time would be needed to bring men to an understanding of the benefits of proposed changes. A large fund, wisely administered for a generation or two, might help to perform miracles.

AMONG THE FACULTY

Professor J. L. Love, A. M., has resigned his position as secretary of the Lawrence Scientific School at Harvard, but will remain in the university as assistant professor of mathematics and chairman of the committee on summer school courses of instruction. No appointment will be made to fill the place left vacant by Professor Love, as the college office, in accordance with the action taken by the governing boards last spring, has taken over the records of the Scientific School. The administrative work of the Lawrence Scientific School and of the Graduate School of Applied Science will be carried by Dean Sabine.

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Rev. W. R. Wilson, pastor of the Carnegie Presbyterian Church, Pittsburg, has resigned his pulpit to accept the chair of homiletics and pastoral theology in the Allegheny Theological Seminary.

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Dr. Richard D. Harlan, for six years president of Lake Forest College, Lake Forest, Ill., has tendered his resignation to the board of trustees. The board has accepted the resignation, and President Harlan will retire from the head of the institution at the end of the present year, which will be next June. Prof. Malcolm McNeil, who occupies the chair of mathematics, has been installed as temporary president. Dr. Harlan is a son of Justice John Marshall Harlan of the United States Supreme Court and has been president of Lake Forest College since June, 1901. He was graduated from Princeton University as master of arts in 1881 and was valedictorian of his class. In 1884 he received the degree of doctor of divinity and was graduated from Princeton Theological Seminary in 1885. The degree of learned doctor of laws was conferred on him by Union University in 1904. He was ordained to the Presbyterian ministry in 1886. He was pastor of the First Presbyterian Church of New York City until 1890 and then of the Third Presbyterian Church

of Rochester until he removed to Lake Forest.

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The Rev. Dr. Burris A. Jenkins, who for four years has been president of Kentucky University, Lexington, has tendered his resignation of his position as head of the university on account of his health, which makes it impossible for him to live in Lexington. Before coming to Kentucky University Dr. Jenkins had been pastor of a Christian church in Buffalo, N. Y., had been previously president of the Bible department of Butler College at Indianapolis. President Jenkins is about fifty years old and has made a wide reputation since taking charge of the university. Within that time Hamilton Female College has been taken under the authority of the university, and a law department and the medical departments at Louisville added.

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Joseph H. Hill, the new president of the Kansas State Normal School, Emporia, Kans., was formally installed last month. Among the more prominent speakers were President H. H. Seerley of the Iowa State Normal School, President A. R. Taylor of the James Milliken University of Illinois, President Stanley of the Friends' University of Wichita, Chancellor Strong of the Kansas State University at Lawrence, as well as the presidents of five or six of the western state normal schools.

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Rev. Edmund M. Vittum, D. D., of Grinnell, Iowa, has been elected president of Fargo College, Fargo, N. D. He will assume his duties Jan. 1. The new president is a Dartmouth man. He once taught mathematics in Constantinople, Turkey, is an extensive Oriental traveler, and has preached at Guilford, Conn., Cedar Rapids and Grinnell, Iowa.

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Rev. George L. McIntosh, of Indianapolis, has been selected acting president

of Wabash College, Crawfordsville, Ind., to succeed Dr. William P. Kane, who died on November 28th. Dr. McIntosh is a native of Nova Scotia, and a graduate of Wabash College.

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Professor J. Hanna Deiler has tendered his resignation as professor of German at Tulane University, ill health requiring him to take this step. The resignation has been accepted, to take effect at the close of the present session.

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Dr. Fritz Zerban, of the department of chemistry at the College of the City of New York, has been appointed chemist in charge of the research laboratory at the sugar experiment station of Louisiana in New Orleans.

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Dr. Harry Fielding Reid, professor of geological physics at the Johns Hopkins University, has resumed charge of his classes after an interval of one month, during which time he was on leave of absence at Rome, Italy, as delegate from the United States at the first annual meeting of the executive council of the International Seismographic Association.

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Frederick A. Goetze has been appointed dean of the faculty of applied science at Columbia University. Mr. Goetze, who is at present superintendent of buildings and grounds at the university, will enter upon his new office on January 1, 1907. He will occupy the position held by Prof. George F. Sever since the retirement of Professor Hutton from the deanship in 1905. Professor Sever will continue as lecturing professor in the department. The purpose of this change is to make the office of dean solely administrative, thereby doing away with the conflict between executive and academic duties. Mr. Goetze is in his thirty-seventh year, and has received his general and professional education at the Stevens High School, at Cooper Union, and at the School of Applied Science of Columbia University. He has also had extensive practical experience in engineering and in administrative work. From 1895 to 1899 he was assistant superintendent of buildings and grounds at Columbia, and was advanced

to the superintendency in the latter year. He is a member of the American Society of Mechanical Engineers and of the New York Electrical Society.

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Dr. David Starr Jordan, president of Leland Stanford University, has resigned from the spelling reform board. The publishing of a list of changes upon which he was not consulted was the cause.

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Dr. Fred Mutchler of the department of biology at Clark College, Worcester, Mass., has passed in his resignation, to take effect during the Christmas holidays. Dr. Mutchler has accepted an offer from the State Normal School of Bowling Green, Ky.

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Professor T. W. Richards, of the chemistry department at Harvard, will go to Berlin, in the second half-year in the exchange of professors between the universities of Harvard and Berlin, which was begun last year. His principal work at Berlin will be in directing the scientific researches of a few men, but he will also give a course of two lectures a week on the "Fundamental Constants of Physical Chemistry." Later these lectures will probably appear in book form under the same title. Professor Richards has been granted leave of absence for the year 1906-7; for the first half-year under the general rules governing leave of absence, and for the second half-year, in order to go to Germany.

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It is reported that Dr. Harry Pratt Judson will probably be elevated to the presidency of the University of Chicago. He has been acting head of the institution since the death of President Harper, and is widely known as an educator of proved ability. He has been connected with the University of Chicago since 1892, and at the time of his selection as acting president was head professor of political science and dean of the faculty of arts, literature and science. Dr. Judson comes of a family noted as being among the founders of the Baptist church in this country. He was born at Jamestown, N. Y., in 1849, and was graduated in 1870 from Williams Col-

lege, which subsequently gave him the degree of LL. D., as did Queen's University of Canada. From 1870 until 1885 he was teacher in and principal of the Troy (N. Y.) High School, and from the latter date until his affiliation with the University of Chicago he was professor of history in the University of Minnesota. Dr. Judson has written a number of valuable books and has been decorated by the German Emperor.

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Professor Charles F. Burgess has been placed in charge of the department of chemical engineering at the College of Mechanics and Engineering, University of Wisconsin, to which department the courses in applied electrochemistry have been transferred. Among other changes at the university is the resignation of Professor George C. Schaad, who has resigned to take a position at the Massachusetts Institute of Technology; Professor Oliver W. Brown has accepted a professorship at the University of Indiana and is succeeded by Dr. Oliver P. Watts.

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Announcement has been made that Dr. Hamilton Wright Mabie, associate editor of the *Outlook*, will deliver the convocation address at the sixty-first convocation to be held at the University of Chicago December 18th.

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Professor James Morgan Hart, the head of the English department of Cornell University and one of the best known educators in the United States, has resigned as a member of the faculty of the Ithaca Institution. He is a member of the original faculty of Cornell.

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Rev. Dr. N. S. Fiscus was inaugurated November 27 as president of Blairsville College for Girls, Blairsville, Pa. Rev. Dr. James D. Moffat, president of Washington and Jefferson College, preached the inauguration sermon,

and an address was made by Rev. Dr. J. T. McCrory of Pittsburg.

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Rev. Dr. Edward Payson Johnson was last month formally installed as professor of historical theology in the seminary at New Brunswick, N. J.

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Rev. Dr. Henry A. Buchtel, chancellor of the University of Denver, has been elected Governor of the state of Colorado on the Republican ticket.

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Dr. Andrew Fleming West has declined the invitation to accept the presidency of the Massachusetts Institute of Technology. Dr. West states that "the only reason I cannot accept is the increasing clear conviction that I ought to abide by my special work here, a work which has claims upon me as it has upon no one else. This conviction has been emphasized anew by the friendly insistence of the alumni, of my colleagues and of the authorities of Princeton University that I am needed here to develop the growing interests of our graduate school, and by the demonstration of affection made by the students and residents of Princeton."

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Rev. J. S. Moffatt, pastor of the Associated Reformed Presbyterian Church at Chester, S. C., has been elected president of Erskine College, Due West, S. C., for a term of five years. Dr. Moffatt is one of the most prominent ministers of the denomination both in point of executive ability and talents as a preacher. He succeeds Dr. F. Y. Pressly, who was elected last summer as president of the Theological Seminary, also located at Due West, as successor to the late lamented Dr. W. L. Pressly, one of the most venerable and brilliant men in the A. R. P. church. Dr. Moffatt is a son-in-law of the late Dr. W. M. Grier, who was president of Erskine for the longest period any one man ever served in that capacity.

AROUND THE CAMPUS

Qualifying examinations for Rhodes scholarships will be held about the middle of next January. The examination is not competitive or final, but leads to the responsions, or entrance examinations of Oxford University. The subjects for the responsions examination of 1907 are: Arithmetic, elements of algebra or of geometry, Greek and Latin grammar, translation of English text into Latin, one book of Greek and one of Latin.

Candidates must be unmarried, between 19 and 25 years old, and must have completed satisfactorily at least two years work at some recognized degree granting American college. In Massachusetts, however, candidates may be taken from secondary schools. Application for scholarships may be made either from the candidates' home States or from the States wherein they have done their preparatory work; but each candidate can make application from only one State.



A plan to raise the standard of scholarship at the University of Chicago and make it more difficult for the mediocre student to attain to the bachelor's degree has been adopted provisionally by the faculty of the junior colleges with the recommendation that the acting president appoint a committee to study the proposed scheme. If the rest of the faculty approves, the plan will be put into execution soon. Since the foundation of the university a grade of 61 has been the passing mark in all subjects, and a total of credits for thirty-six majors, or courses, has been required for the bachelor's degree. It now is planned to leave the passing grade where it is, but to give "honor credits" for work above average, and to require a certain number of "honor credits" in addition to passing credits for the required thirty-six majors.



The annual report of the Harvard Co-operative Society to its ticket holders,

which has just been issued, shows an increase of 5 per cent in the volume of business done during the past year, total sales in all departments of \$249,251.44, and net profits of \$10,907.85, an increase over last year in the last item of \$1,306.59. Stockholders have voted to add \$166.86 of the net profits to surplus, and to devote the remaining \$10,740.99 to the payment of a dividend of eight per cent on the dividend drawing purchases, that is, on the purchases of ticket holders. The directors have voted to write off \$5,000 from the value of the society's building, which is equivalent to adding that sum to surplus. The society reports that its selling prices are in general less than 20 per cent above its buying prices, a margin considered necessary to cover expenses, dividends on the purchases of members, and reasonable additions to equipment and permanent funds. Approximately all the profits of each year are returned to the members as dividends, the additions to permanent funds being practically only the amount of membership fees. The sales of the society by departments were as follows: Men's furnishings, \$54,911.96; books, \$63,589.13; stationery, \$51,107.91; tailoring, \$38,596.17; coal and wood, \$17,990.82; furniture, \$23,055.45. The total, \$249,251.44, is the largest in the history of the society, except during one or two of the years when the medical branch, which has since been sold swelled the total to an amount somewhat higher.



The awards of prizes offered by Hart, Schaffner & Marx for economic essays by American college students and graduates have been announced by Professor J. Lawrence Laughlin of the University of Chicago, one of the judges. The other members of the committee were Horace White of New York, Carroll D. Wright, president of Clark University; Professor Henry C. Adams of the University of Michigan and statistician of the inter-

state commerce commission, and Professor J. D. Clark of Columbia University. The first prize for graduates, \$1,000, was awarded to Albert N. Merritt, who has just obtained the degree of doctor of philosophy from the University of Chicago. Mr. Merritt's subject was federal regulation of railway rates. The second graduate prize, \$500, goes to Walter T. Dunmore, an instructor in the law school of Western Reserve University. L. J. Desha of Washington and Lee University will get \$300 for the best essay by an undergraduate, and Howard G. Brownson of the University of Illinois \$150 for the second best in this class. There were more than 100 contestants.

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Harvard is protesting against being dramatized by amiable playwrights who know nothing of the university and careless. The Lampoon joins its appeal to the general chorus, directing its remarks specifically in the budding geniuses in Radcliffe, "the Harvard Annex." The Lampoon editorial runs as follows:

"Analogous to the vandalism perpetrated on the statue of John Harvard by certain red-paint wreckers is the defamation of the good character of the university by Radcliffe play-joiners. This danger, as our friend the Crimesown might say, is a real danger. A Radcliffe graduate last year perpetrated "Brown of Harvard." If "Smith of Harvard" follows Brown, there will be no Harvard left for James to go to. At the beginning of another dramatic season this word of protest may prevent a catastrophe, for people will cease to send their sons to what they will regard as a moonshine manufactory. The college buildings will be razed (we wish some of them were), and Sothern and Marlowe will play "Romeo and Juliet" on the ruins to tear-distilling Radcliffe audiences. Parties with licensed guides will see the "stadium by moonlight" and Memorial Hall will be—memorial. Daughters of Radcliffe, be as capricious as you wish, but please don't write any more anti-Harvard miracle plays!"

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The New York State College of Agriculture at Cornell University has re-

ceived a gift of \$30,000 for the foundation of six scholarships. Tuition in the college is free to students from New York state, and the scholarships will be a substantial help toward living expenses. Director L. H. Bailey says that other gifts for the same purpose were expected. The scholarships will be awarded through competition.

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The average price of general board at Memorial Hall, that is, the part of the board that is covered by the fixed charge, since the opening of the college year, has been \$2.88 per week, which is exactly the price estimated by the management earlier in the year. The cost by items as reported to the board of directors by the auditor is as follows:

	Total.	Per Member.
Provisions (charged to general board)	\$ 3,829.97	\$0.68
Service	6,411.77	1.14
Coal	891.22	.16
Water	100.12	.02
Gas and electricity . . .	62.50	.01
Crockery assessment . .	394.10	.07
Interest	1,562.93	.28
Reduction of debt, etc.	1,043.80	.18
Repairs and miscellaneous	1,921.68	.34
Total	\$16,218.18	\$2.88

The average weekly cost of board per man, including general board and extras, is \$5.04.

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Cornell University finds that students coming from the public schools are better prepared than the entrants from private schools. The number of private schools from which students have entered Cornell is 309; they have sent on certificate 1,865 students in the last twenty years, or 42 per cent. During the same period the public schools have sent 2,520, or 58 per cent. Of the private school graduates the number "warned" at the end of the first term is 132, or 7 per cent; public schools, 115, or 5 per cent. After the first term 284 private school students, 15 per cent, have been "warned," while for public school students the corresponding figures are

9 per cent. For students dropped their classes the figures are: End of term, private schools 138, or 7 per cent; public schools 77, or 3 per cent. In the first term, private schools 153, or 7 per cent; public schools 111, or 5 per cent. With a higher percentage in the total enrollment of the university, the school graduates in Cornell have a markedly lower percentage of failures than have the students who prepare in the private schools. As a result of an investigation that led to the tabulation of these comparative statistics the authorities favor the withdrawal of private schools of the privilege of admission of students by certificate.

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amazing achievements of I. C. M. [Name], who has won the unprecedented sum of \$5,000 in the Rhodes scholarships [Name] [Name], has attracted the attention of [Name] throughout the United Kingdom. His feats not only are unequaled, but never have been approached. He was born in Melbourne of Irish parents, but has outclassed all competitors, especially in his legal studies.

The London Times, which rarely discusses competitions for the scholarships, says in part:

The great majority of academic distinctions have been achieved by colonial students. The Americans, in spite of their greater numbers, failed to keep up with them, probably because the prospect of going to Oxford for study appeals less to American students, and the competition is less keen.

From the athletic point of view, however, the Americans more than hold their own this year. P. M. Young won both the 100 and 200 yard jumps at the university sports. H. [Name] won the three mile race, W. [Name] was second in the mile race, and A. M. Stevens successfully put the shot and hammer.

The colonies took no prominent part in the sports, except South Africa, which fielded half the strength of the university Rugby team of 1906.

As regards college life, the experience has been quite sufficient to dissipate the doubts that were first entertained as to how the new elements would assimilate with the old. In a few colleges the

Rhodes scholars possibly may tend to keep together, especially the Americans, but not more so than the Etonians or the Harrow men. In the majority of cases they become completely absorbed in the body of the undergraduates. This applies also to the German students, who, however, are practically excluded from scholastic distinction by their shorter period of residence and from athletic distinction by the general character of their previous education."

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Professor J. S. Clark of the Northwestern University, Evanston, writes to the Nation concerning the testing in spelling of freshmen students at that institution: "We have uniformly given in the tests 150 words, and have marked 'passed' all who missed not more than twenty out of the 150. Yet, although great pains were taken uniformly to pronounce every word distinctly and to define it both directly and by giving a sentence containing it, nearly 60 per cent of the freshmen on an average have failed to pass the test from year to year."

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A group of Yale men has just succeeded in buying a home for the establishment of a college at Changsha, China, to be named for their alma mater. It will open with a staff of four Yale professors and three Chinese professors. They think the time is opportune for establishing an American university in the heart of China, because the civil service examinations of the old regime have been abolished, the setting free the Chinese youth to study modern science, history and politics. Across the river from the new Yale is a college older than Oxford University, which has recently been turned into a modern high school for the benefit of the ambitious Chinese pupils.

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The Wisconsin Sphinx, the recognized guardian of Wisconsin traditions, has created something of a stir by publicly "blacklisting" freshmen guilty of disregarding established college customs. The Sphinx prints the names of six men, charging them with "violation of the smoke ordinance" and "wearing of the

sacred cady." It accompanies this stern act with the following editorial:

"The freshman's own good sense should counsel him to respect the traditions of his university. They are not on the same basis as the police ordinances; they have become an essential part of college life, and their observance should be customary, not compulsory. To evade them with malice aforethought is not an exhibition of fine American independence; it is merely the quintessence of Smart-Aleckism."

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Apropos of the decision of the upper classmen to wear corduroy trousers as a distinguishing mark of their exalted position, the seniors Northwestern University have been digging into the past and discovering what the college customs have been in this matter. The result is picturesque and interesting. In 1877 the juniors adopted silk hats. In 1883 all the classes except the freshmen displayed "hats." The seniors wore black "plugs," the junior, white "plugs" and the sophomores mortar boards. During a few weeks of the next year all the classes wore distinguishing headgear. The seniors had black silk tiles, the juniors white, the sophomores white and the freshmen pearl. In the spring of '85 the sophs wore Oxford caps and the freshmen wore the same with red tassels. In the fall of the same year the two lower classes appeared in mortar boards. In 1886 the old custom was resumed—seniors in black silk and juniors in white hats.

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A professor at Northwestern University has been compiling a list of gifts made to the university by the successive graduating classes, and it is found that the taste of early students ran largely to skeletons and bones. One of the most noticeable gifts in this line was that of the Hauser elephant, presented to the museum by the class of 1872. This elephant was killed in 1865 at the foot of the Himalaya Mountains. Its age was nearly 200 years. The skeleton is 11 feet 2 inches high, and is in good condition, only a few of the smaller bones being lost. The animal was somewhat

larger than the famous Jumbo, and at the time of its purchase the skeleton was the largest in America. In the same year the class of '62 presented a mounted skeleton of an Asiatic elephant. The graduates of 1878 presented a perfect specimen skeleton known as the Ward whale. The skeleton is forty feet long.

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The four-page bibliography of Harvard "Class Secretaries' Publications," compiled last spring by A. J. Garceau, Harvard, '91, presents some interesting contrasts with the bibliography of Yale records compiled by Colonel Bacon, Yale, '58. The earliest Harvard record printed appeared in 1858, published by and for the class of '33. The class of '22, which published a record in 1896, is the oldest class to have a volume to its credit. Beginning with 1854, all subsequent Harvard classes have issued records. At Yale the earliest record was one of the class of '21, published in 1836. The oldest class that ever published was 1797 (in 1848). All Yale classes since 1832 (inclusive) have published records. There are 394 books recorded in the Yale list up to June, 1905. The total number of entries in the Harvard list is 279.

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The University of Chicago's romance language department has installed a system of phonographs in the classrooms for the study of French, Spanish and Italian. It is the plan that the instruments shall record what the professor says during class hours and that thereafter they shall afford the opportunity for the students to reassemble whenever they desire to listen.

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Mrs. Tom L. Johnson, wife of the mayor of Cleveland, is one of the many wealthy and prominent women of that city who are backing a training school in household science. In two respects the school is a novelty. In the first place, it offers to board its students free and in the second it proposes to fit its pupils with special reference to service in homes of luxury. Among the other things they are to study the deportment proper to such an environment. Only girls who

come duly recommended will be accepted at all.

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The number of students at present enrolled in the various schools and departments of New York University is 2,924, a gain of 522 over last year. The Law School leads with 701 students, the School of Commerce is second on the list with 485. Other enrollment statistics are: College of Arts, 134; School of Applied Science, 194; Graduate School, 142; School of Pedagogy, 263; Collegiate Division, 191; College of Medicine, 428; and Veterinary College, 35.

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The membership figures of the Harvard Union up to November show a slight decrease as compared with figures of the same date last year. The falling off is in the non-resident and associate memberships. The comparative figures are:

	1905.	1906.
Active	1991	1991
Associate	601	550
Non-resident	547	465
Graduate life	1020	1047
Student life	64	72
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Total	4223	4125

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The committee which has charge of the plans for the new Music Department Building at Harvard is sending out a circular letter to graduates asking for subscriptions. As soon as a sufficient building fund is assured the committee will proceed with the erection of the new building. Mr. John W. Saxe is chairman of the committee.

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Under the direction of its new president, Rev. A. Lyman Hood, Ph.D., proposes post graduate courses for non-resident students of Atlanta Theological Seminary. For one dollar a year, non resident students can be put into communication with the professors of the seminary, and printed questions will be sent to the student the first day of each month. The instructor will write the student, giving the names of textbooks needed and whatever advice wisdom suggests. The several courses offer a wide

range in theological church history, homiletics, English literature, etc. These courses are offered to teachers of the schools of the American Missionary Association.

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"All hats off in the classroom!" is the cry which men at the University of Minnesota have raised, and for which they will band together in a crusade against the headgear of the co-eds. The trouble is caused by the impossibility of seeing over, through or around the maze of feminine headgear worn by the girl students during recitations, completely shutting off any view of the blackboards or the instructors. The men in three of the largest classrooms of the academic department are at the head of the movement and will resort at first to petitions for faculty intervention.

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Figures which have just been compiled from the new directory of living graduates and former students of Princeton University show that the college graduate of today is more and more choosing a business rather than a professional career. These statistics show that nearly one-third of the living alumni of Princeton are in business. It is not so long ago that practically all boys sent to colleges were destined for a professional career—law, divinity, teaching, medicine, journalism, engineering, etc.

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A university extension lecture course is to be offered to the teachers of Providence by the corporation of Brown. Each course consists of ten lectures. They are upon four subjects: English ("The Victorian poets"), "French drama," Goethe's "Faust," and "The beginnings of English Colonization in America." These courses are open to anybody upon payment of a small fee, and may count for a degree. Professors Crosby, Langdon, Von Klenze and McDonald are the instructors.

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An innovation in the legal instruction has just been established at the law school of Boston University under the direction of Dean Melville M. Bigelow, which in the opinion of many of the law

school graduates will be of great practical aid to the students. There is a complete system of courts very similar to those of the State and a legislature whose enactments control the decisions of the courts, in which all students of the two upper classes must participate as a part of their regular school work preparatory to receiving their degrees.

Previously the law school has held student courts, but only in a small way, and never has a university legislature as an adjunct to the courts been attempted. This is to aid the practitioner in conducting cases successfully without the necessary office experience, which the present graduates feel essential before engaging in trial. The lower or "sectional" courts, as they are called at the university, are under the direction of Chandler M. Wood of Boston, a graduate of the law school and a member of the faculty. These are presided over by the various members of the upper class in turn. The cases are assigned by Mr. Wood and all students must appear as counsel before this tribunal. In most respects they correspond to the district municipal courts.

After trial in the "sectional" courts, cases are appealed to the so-called "Appellate Court." This is presided over by a chief justice and six associate judges, all of whom are students.

The court of last resort to which cases may be taken on exception from the court of appeals is presided over by George J. Tufts, a member of the faculty and a Boston attorney. Here briefs, pleadings and exceptions are presented as in the Supreme Court of the State.

Union College, Schenectady, N. Y., the oldest engineering school in the country, has decided to establish a six-years' course in engineering, which shall combine the essential features of both a technical and liberal course. The step is a radical one, the Union is the first college in the country to take it. The old four-years' course will be optional.

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Statistics have been compiled showing that New York Teachers' College is represented by its graduates or former students on the staff of more than three hundred American universities, colleges, and normal schools, and in foreign educational posts, such as the presidency of a missionary college in India, an inspectorship in Burmah, the principalship of the new provincial higher normal school in Canton, China, and professorships in teachers' training schools in Japan, Brazil, Mexico, Porto Rico and the Philippines.

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A new plan for increasing the revenue of the academic department of Yale College has, it is stated, passed the academic faculty and gone to the university corporation to be considered by that body. It is proposed to reduce the present annual tuition charge in the academic department from \$155 a year to \$150, but add to the annual bill \$18 a year as a charge for the use of public rooms, the gymnasium, reading-room and library. The net gain is \$13 a year, which applied to 1350 students in the academic department means a gain of \$17,550 a year for the department.

OBITUARY

Rev. Dr. Henry Martyn Baird, professor emeritus of Greek and since 1902 dean of the New York University, died at his home in Yonkers, November 11th, at the age of seventy-four. He was one of the best-known Greek scholars of this country, and was professor of that language in New York University from 1859 to 1902, when he was made emeritus professor and also dean of the institution.

Dr. Baird was the son of Rev. Dr. Robert Baird, and was born in Philadelphia on Jan. 17, 1832. He was graduated at New York University in 1850, and in the two years that followed studied at the University of Athens, being one of the first Americans to attend that institution. Returning to this country he studied at the Union and Princeton Theological Seminaries, and in 1855 was made tutor of Greek in Princeton Uni-

versity, which position he retained until 1859, when he became professor of that language in New York University.

In 1856 he published his narrative of "Residence and Travels in Modern Greece," and ten years later the biography of his father. After seventeen years of labor in obtaining material, he produced in 1879 two volumes upon the history of "The Rise of the Huguenots," and in 1886 he gave to the world two more volumes, "The Huguenots" and "Henry of Navarre." Three years later he published the great work which sealed his fame as a scholar of international repute, "The Revocation of the Edict of Nantes." Dr. Baird received the degree of doctor of philosophy from Princeton University in 1876, and the higher one of doctor of laws in the same year. Rutgers College made him a doctor of divinity in 1887. Princeton also conferred the degree of L. H. D. upon him in 1896.

He was a member of the American Philosophical Society, a corresponding member of the Harvard Historical Society and of the Societe de l'Histoire du Protestantisme Francais, the New York Historical Society, an honorary member of the Huguenot Society of America and an honorary fellow of the Huguenot Society of London. In 1860 he married Miss Susan E. Baldwin. When the Carnegie Foundation was organized in April of this year to provide retirement pensions for teachers in the universities, colleges and technical schools of the United States, Canada and Newfoundland, Dr. Baird was one of the first chosen to receive a pension.

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Edmund Howd Miller, professor of analytical chemistry and assaying at Columbia University, died on November 9th of typhoid fever. By his death Columbia loses one of the foremost men in her department of chemistry. Professor Miller was born in Fairfield, Conn., in 1869. In 1891 he was graduated from the Columbia School of Applied Science, where he made a record for himself both as a student and as an athlete. In 1892 he received the degree of master of arts and two years later the degree of doctor of philosophy. From 1891 to 1894 he was

assistant in assaying and was then made a tutor. He was promoted to instructor in 1897 and in 1901 made adjunct professor of analytical chemistry. He was made full professor in 1904. He had complete charge of the department of analytical chemistry since Dr. Rickett retired seven years ago. Dr. Miller was a fellow in the Chemical Society of London. He has written several treatises, the most important of which is one on "Quantitative Analysis for Mining Engineers." He was chairman of the New York division of the American Chemical Society, of which he was vice-president at one time. He was also a member of the executive committee of the Society of Chemical Industry of London.

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Dr. William Patterson Kane, president of Wabash College, Crawfordsville, Ind., died on November 28th at a health resort in the Ozark mountains near Hot Springs, Ark. His death was due to Bright's disease. Dr. Kane was 58 years old and was born in Carroll county, O. He attended college at Monmouth, Ill., and studied theology at Xenia, O., and Newburg, N. Y. His first pastorate was at Argyle, N. Y. From there he went to Lafayette and then to Bloomington, Ill., where he was preaching when he accepted the presidency of Wabash seven years ago.

Dr. Kane was a trustee of McCormick Theological Seminary, and served Lane Seminary in the same capacity for many years. He was president of the Winona Assembly for several years, and had been very prominent in Presbyterian home mission affairs.

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Professor James Mason Hoppin of the Yale Art School died at his home in New Haven on November 14th. He was eighty-six years old and had been professor emeritus of art since 1899.

Professor Hoppin was born in Providence, R. I., Jan. 17, 1820, was the son of Benjamin and Esther (Warner) Hoppin and the grandson of Benjamin Hoppin, who was a commissioned officer of the Revolutionary Army. He was graduated from Yale in 1840, and attended the Harvard Law School from 1841-2 also

the Union Theological Seminary, New York and the Andover Seminary from 1843-5. He was a student of theology at Berlin University, Germany, from 1847-9. In 1850 he was married to Mary D. Perkins at Litchfield, Conn. During the same year he was ordained pastor of the Congregational Church, Salem, Mass. He was professor of homiletics and also in history of art at Yale. He was a member of many societies and was the author of a number of books.

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Dr. William H. Chandler, emeritus professor of chemistry at Lehigh University, Bethlehem, Pa., died on November 23rd. He was sixty-five years old. Dr. Chandler was born in New Bedford, Mass., December 13, 1841, and was graduated from Union College, Schenectady, N. Y., in 1862. He taught for years in the Columbia School of Mines and in 1871 he was called to Lehigh University. Dr. Chandler in 1898 published his *Encyclopædia of Universal Knowledge*. Hamilton College in 1872 gave him the degree of Ph.D. He was a member of the American Chemical Society, Fellow of the Chemical Society of London, member of the *Société Chimique* of Paris, and member of the American Association for the Advancement of Science.

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Professor Milton L. Comstock, A.M., Ph.D., teacher of mathematics at Knox College, Galesburg, Ill., died on November 8th at his home in Galesburg. Professor Comstock was eighty-two years of age, and for nearly fifty years had been a teacher of mathematics at Knox College.

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Professor Hugh A. Hackett, aged twenty-six, assistant professor of biology at the Western University of Pennsylvania, died on November 12th of typhoid fever. He was a graduate of Johns Hopkins University at Baltimore, where

his parents reside, and was considered one of the most brilliant scholars in that department in the country. He had been connected with the Western University of Pennsylvania for about two years. Before coming to Pittsburg he conducted special research work at the Government experiment stations throughout the South. His death is considered a great loss to the university.

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Professor A. Freshney, teacher of chemistry in the Southwest Texas Normal College, San Marcos, Texas, died of apoplexy on November 21st. Professor Freshney was a native of England and was for eight years a teacher in the Austin (Texas) high school. He had been on the faculty of the Southwest Texas Normal College for three years.

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Mr. William L. Eaton, who had been the principal of the Concord High School for thirty years and superintendent of the schools for a greater part of that time, died suddenly on November 18th of heart disease. Mr. Eaton, who was fifty-five years old, was born in Woburn and passed his early life there, where he attended the public schools. He was graduated at Harvard in 1873. He first taught school in Uxbridge, and in the latter part of 1875 he received the appointment as principal of the Concord High.

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Dr. Ernest Jean Dubedout, instructor in the department of romance languages at the University of Chicago, died in St. Joseph's Hospital, Paris, October 16th. He had been declining in health for a long time, having been granted an indefinite leave of absence last winter to return to South France to recuperate his health. He was a brilliant French student, having also studied in Germany and Spain. He first came to the University of Chicago in 1903 as an instructor in French literature. He was 44 years old.

A SIGNAL SHOWN

"There's Nantucket over there."

She pointed out into the gloom. The man beside her looked at the finger and on,—on until he saw the twinkle of a light blinking fitfully in the darkness. "Yes," he murmured, scarcely concealing his bitterness, "there's Nantucket over there." He looked at the girl. She watched the light.

"I shall almost be sorry to reach New York," she said, with a merry laugh; "everything will seem so ordinary and lonely—and—oh, I shall feel so restless and discontented."

They were standing in the waist. From above came the drone of many voices and the rattle of a rag time two-step. The boatswain's whistle rang out.

"I guess they're going to take the log," she continued carelessly, as she drummed against the rail.

"Oh, you won't be restless long," he said, unheeding her last remark. "Think of one poor wretch who deliberately closes a chapter in his life."

"Why, you're tragic. That isn't nice on such an evening as this."

"But you're happy—"

"Well—yes—I am. You wouldn't have me otherwise, would you?"

She looked wonderfully pretty in the half light, half mist. A loose strand of hair was blowing across her browned face. Her eyes were still bright from the dancing.

"Yes, I would." The man stepped nearer. "Yes, I verily believe I'd like to see you miserable, utterly miserable, to-night. I've seen you in every possible mood but that, and—"

"If you are going to be so unkind and wicked, I shall go back and dance again. How can you have the heart to talk like that? How do you dare—there are all the others—if they knew—"

John Farrell laughed shortly. "Yes—how they'd growl if they heard me. Yet, my acquaintance with you dates farther

back than their's. I don't mean to boast—there's only a difference of a couple of months or so, and I was the lucky dog. You see, I've known you in every mood; I've come to look at things with your happy eyes and forget all the worries and ordinary matters awaiting me on this side of the water. Oh, you've taught me a great deal. I'll not forget the lessons. I understand you through and through, better than you understand yourself; if I had the time I'd outstrip the others entirely and show you yourself without all the little affectations that are so fascinating, and—"

"You are waxing very uncomplimentary it seems to me. Affectations—ugly word," and she shook her head dubiously.

"Virginia, look at me."

The girl started a little. He had never before addressed her by her first name.

"Well," she said, and turned to face him, expecting to find him stern, instead of smiling.

"Don't keep up the lightheartedness to-night. It's the last, you know. We've been such good friends. These weeks have been almost a heaven to me. I remember you as I first saw you at the opera in Paris. I stared and stared at you because you were an American. You attracted me strangely and I followed you to your hotel. Then I went into the cafe and lunched at a table just across from where you sat with your aunt; don't you remember? The next day I introduced myself. You were very cold. I don't think you quite approved of me. I wasn't much on first sight, was I?"

"And then you joined us, for uncle liked you," she interrupted. "We climbed the grand old Swiss mountains, and did all the art galleries together, and you used to tell me stories when the rides grew tedious—"

"Do you remember how we used to drift around Venice in a gondola under

the glaring sun, while your poor aunt suffered tortures at the hotel?" Farrell murmured reminiscently.

"Yes, and wasn't it funny that uncle and aunt should put me in your care and send me home, like a bit of freight; we're nearly there now," she added.

"I shall write to them that I have enjoyed the task very much, that you have been very good, have caused me no worry, and—"

"That's all—and there's Nantucket light—"

"That isn't all." Farrell leaned his elbow on the rail and dropped his chin in his palm. The ship's bell clanged mournfully.

"No, that isn't all. I told you I was sealing a chapter in my life. I hate to close it. I'd a deal rather keep it open. I was only one of many with you, but you have been all to me. Don't turn away, I won't annoy you. I've discovered so many things about you, and I know you have a good little heart with all your light way. You've been all to me and the most beautiful things that I have seen in all that beautiful world we have just left have had you in the foreground; not a recollection comes to me but you are there—there—until it seems as if I have no thought that is not centered about you. Bless you! And because you have made this fool's paradise for me—I talk to you like this, now.—out here where I have you at my mercy. There,—it will all be over tomorrow. Your life is not like mine, you know, for you're a bright, little bird, you'll go on and on, and laugh and sing just the same."

The girl had been watching the water as it gurgled along twenty feet below. She looked up as he finished. "Did you see that phosphorescence?" she asked.

Farrell could not conceal his discomfiture. He hesitated a moment. "Is that all you're going to say?"

She turned her head away.

"You're much more interesting when you're telling me stories," she said. "You know I promised to dance with Mr. Lincoln once more tonight—"

"Yes, Lincoln is doubtless waiting. We'd better go up."

He stepped on ahead. The girl followed.

"It's dark and I might fall," she muttered. She did stumble, as he turned sharply. "Let me guide you. The light is blinding." His tone was cold—but he touched her arm tenderly. At the foot of the gangway he stopped. "You're such a little girl, and I'm so strong. I could just—never mind—Lincoln's waiting for his dance."

They had scarcely stepped into the light of the promenade deck when a young fellow met them.

"Well, at last, Miss Fay. I thought that you were cutting me."

"Good night," she called after Farrell as she turned to Lincoln. He merely bowed his head without turning.

"What's the matter with the man?" asked the newcomer curiously.

"Let's dance," was the brief response.

And for some reason Lincoln found his partner very silent during that waltz, and when they stopped and stood against the cabin she refused to talk or to listen.

They danced the next together and after that she suddenly decided to go below. Once in her cabin, she sat down on her trunk, dropped her chin in her hands and was still for a long time. Then brushing the hair from her face she sprang up and paced to and fro in her narrow stateroom. She must do something, for she felt so unutterably wretched. Yet why should she? After a while she threw on her great storm coat, and pulled a tam over her head. There would be no one out on deck, she thought. As she crept up the stairs into the saloon, she could hear men's voices in the smoking room. The steward had turned off the lights on deck and it was black outside. The third officer pacing back and forth above, relieved her feeling of absolute loneliness and she leaned against the cabin, beating a nervous tattoo against the top of a near-by steamer chair. The wind was chilly, the boat was rolling a little. Suddenly to her great surprise a tear rolled down her

cheek. With an exclamation she quickly brushed it away. The steady tramp, tramp, tramp ceased; she heard the officer coming down the ladder, and drew back against the cabin—for she was afraid that he might wonder at her being there at that hour, and stop to speak.

"What's this?" It was not the officer's voice. "Why aren't you in bed?" Farrell pulled one cold hand from its big pocket. "It's too damp out here, there's a fog coming up—"

"I couldn't stand it in my room, it's hot," the girl muttered.

"But you're shivering now with the dampness. I beg you to go to bed. Besides you ought not to be out here. It's very late."

"You may go on. I am going to stay out a little longer."

"I know—" Farrell put the hand back in the pocket—"But I shall go on when you do. If you are going to stay here, I'm going to find some rugs for you."

She felt tempted to run, but stood motionless until he returned and pulled up a steamer chair.

"At least sit down," he said coldly. "Almost every one's gone below. You'll be undisturbed. Let me make you comfortable and you can go to sleep. I'll smoke a bit, and keep watch."

"I don't want you to sit down—I'm not cold—nor sleepy—and I don't need you to keep watch." Another tear rolled down her cheek and this one she did not brush away.

"Oh, very well." He was not going to argue with her. He threw the rugs down and pulled out his pipe, filled it and struck a match which went out. He struck another and by its light saw her face distinctly, and noticed the wet path of the last tear.

Farrell smoked on in silence, walking back and forth far from her. The wind freshened and the mist turned into a drizzling rain.

"It's a nasty night we're having," he remarked as he walked by. There was no answer.

"Mr. Farrell," she finally faltered.

"Well;" he knocked the ashes from his pipe and went to her.

"You know the phosphorescence was really very pretty—"

"Doubtless,"—he acquiesced with a tinge of sarcasm in his tone.

"And I was listening. I heard all you said—"

"Yes, I am content. You wanted to stop me, and you did effectually, the phosphorescence idea was a good one—"

"You need not be so sarcastic—"

"No, not now. The hour permits pain talk. We've only a little while left. I understand, little girl. You feel sorry for me, you've worried over it all, my words and your carelessness. You've made yourself wretched and come out here, because—well, that wretchedness drove you out. And now, because I happened down that gangway and stumbled against you, your heart has softened; you are moved by pity to try and patch over what you said. It's all fair; I'm afraid I'm a bit off tonight.

She pulled her hands out of her ulster. The wind was driving the rain in her face.

"Oh, you are so certain about all that, that I suppose you are right. I guess you are—" but her voice quivered a little.

He was looking away and could not see her face. He scarcely heard her words.

"Yes, you're pitying me and I thank you for even the pity. Now that that has been given, hadn't you better go below, for it's raining pretty hard."

"Yes, I'll go below."

She walked straight toward the cabin door. At the threshold she paused. The smile on her face as she turned to him was sweet, though it only trembled there an instant.

"'Ships that pass in the night,' you know—"

He closed his fingers over the hand resting on the door frame.

"'And speak each other in passing,'" he took up the words, "'only a signal shown and a distant voice in the darkness'; good night, little one. We'll reach Sandy Hook by noontime."

There was a great deal of bustle aboard the next morning. Miss Fay was

very busy. She spent almost the entire time in packing. When she came on deck Lincoln and others were waiting for her. Farrell was not in evidence; but when the customs officer boarded the ship, he appeared.

"I'll see that your luggage is attended to," he said and walked away. Lincoln, standing close at hand, muttered something under his breath about a sullen fool.

The girl saw scarcely anything of Farrell until the steamer had reached her dock and the passengers were leaning far over the rail and shouting wildly to the people standing below. She stood a little apart.

"Then you have no friends waiting for you?" Farrell asked, as he joined her.

"No, no one knew Aunt Mary was going to send me home on this boat. And I had no time to write, you know. How happy the people all are. Shall you go directly to the West? I think you told me that you intended to do so."

"I might as well. My playtime's over. And you?"

"Oh, I am going to my cousin's in the city. I wish you were to stop over."

Farrell laughed. "How formal we are growing," he muttered.

"I want to thank you for all you have done for me, and Aunt Mary will thank you when she returns," then she ventured, "I shall stay at my cousin's until I hear from uncle,—and—why, I don't believe you are interested at all!"

"I was thinking of something else; of that day on the Rhine when you laughed at my ideas of love and all that, and said you should never marry until you had had all your play out—"

"I meant it," Miss Fay colored a little. "You remember everything, don't you?"

"Yes, about you. Well, I'll give you five more years to play, then you'll be serious and—someone else will be with you then, while I'm plugging away on a Western newspaper."

Miss Fay looked at him intently.

"Do you mean that? Five years is a long while, and much may happen in that time; the West is a long way off, and memory softens everything."

"I should like to see you five years

from now," he touched her arm. In the excitement no one was noticing them.

"You may," she half smiled, but there was a wistful look in her eyes. "You have my address, and I have yours."

"We'll call that a bargain, little girl. That will be something. Come, they're lowering the gang plank."

"Well, it's over. I hate to say good-bye," she said as Lincoln joined them, his face flushed with excitement. He had found scores of friends awaiting him.

The girl was tired when she reached her cousin's, and she excused herself early in the evening. Sitting in her open window she listened to the distant roar of the city and watched the glowing, flickering lights. After a little she took some note paper from her suit-case.

"I'll just write a line or two," she thought. "I don't believe I thanked him."

She commenced to write almost unconsciously. It was as if her pen was forming the simple sentences.

"I'm lonely tonight; I want the old way back again, for the restlessness has come. You didn't understand why I went out on deck last night, nor did I understand myself when I went, but now I know and I shall tell you. I cannot be happy until—"

She put her pen down suddenly, watching the lights twinkle and glimmer in the distance. Then she picked up the sheet of paper and kissed it.

"He said it was all right. Perhaps I misunderstood him, who knows." She drew her finger across the words she had written and then tore the note into small bits.

John Farrell took a sudden leave of absence one September and went East. He made no explanation and his staff was a little at a loss to understand his action, but they went on working without him.

He stopped in New York a day, then went on to Springfield, where he put up at a hotel for the night. He was well known, the West could not claim his literary work, and he met many acquaintances.

After a hurried breakfast he called a carriage. Some one at the desk asked him if he was in Springfield on business. He did not answer for a moment, but looked nervous and worried.

"No," he replied shortly, and walked away.

"Acts odd," said the questioner as he turned to a companion. "These literary chaps are queer customers."

It was cold for September and Farrell found himself shivering. He gave a card to the driver and stepped into the carriage, staring hard at the end of his cane. He seemed to ride for hours and he started as the driver pulled up before a roomy, old-fashioned house. Windows and doors were thrown wide open; there was a bustle of preparation about the entire place. He stopped unconsciously to pick a flower from one of the beds and put it in his buttonhole. Then he rang the bell but it seemed a very long time before the little maid appeared.

"Does Miss Fay live here?" he asked. The maid twisted her apron in a quandary until an old woman appeared.

"Come in, come in, the latter urged. "Miss Fay? Yes, but bless you, she's not here now, we're just getting the house ready for her. They're coming back the latter part of the week."

Farrell followed her into the old-fashioned library. "Oh, *they're* coming back," he repeated with curious emphasis.

"Yes, bless her heart. I was the child's nurse when she was a baby," she explained. "Yes, they're coming back," and she bustled around the room arrang-

ing the chairs, "they've been in Europe, you know, all summer—"

Farrell sat down. "Oh, yes, they've been in Europe. May I write a note at this desk?" He opened it without waiting for permission. His eye first fell on a photograph. He recognized it. It was Lincoln.

"And—is—this her husband?" he asked slowly.

"Yes, an' sure he's not good enough for the child. I'm thinking that she didn't love him overmuch."

Farrell had commenced to write. There were only a few lines. It was more of a scrawl.

"So on the ocean of life we pass and speak
one another,
Only a look and voice, then darkness again
and a silence!"

—John Farrell.

His hand trembled a little as he signed his name.

"Will you give that to Miss—Mrs. Lincoln, tell her I called, here is my card. And—" he did not finish, but turned away. At the door he stopped.

"Be good to her," he said thickly.

The old nurse stood irresolute with the note in her hand. She stopped him. "Are you well, sir?" she asked, timidly.

"Perfectly." He smiled and nodded, but his white face belied his words.

"Something's wrong with him," she muttered. Standing in the doorway she watched him as he entered the carriage and rolled away. He had dropped his head on his hand. The woman did not understand, but she felt it all. "Poor man," she sighed, as the carriage was lost in the street's busy throng, "poor man."

Martial de Beauford.

UNIVERSITY OF WISCONSIN ENLARGES CORRESPONDENCE WORK

The remarkable success of the College of Agriculture of the University of Wisconsin in helping the farmers of the state with the solution of their practical problems has led President Van Hise and the university regents to extend the same methods of instruction to the man in the shop, the clerk, the bookkeeper,

the housekeeper, the teacher, and wage-earners of every class who are unable to attend college, so that they may increase their practical knowledge and their opportunities for advancement.

This extension work of the university will be done through correspondence courses, which will be simple and prac-

tical, and will be given at a cost so low as to cover only the expense of maintenance. It is planned to have these correspondence courses fit into the regular courses of the university in such a way as to inspire young men and women with an ambition to continue study at Madison and fit themselves for higher positions.

The schedule arranged for this work has been planned with a view to meeting, as far as possible, all demands that may be made upon the department. Courses in mathematics, languages, history, English literature, politics and economics, education and philosophy, business methods and engineering will be included. Of special interest to public officials, in both municipal and rural districts, is the course on highway construction to be given by W. O. Hotchkiss of the geology department of the university, who has been making special investigations throughout the state this summer regarding the construction and maintenance of good roads. His course includes a consideration of both country roads and city streets, their construction, drainage, bridges, culverts, and a detailed study of the merits of various paving materials.

Fifteen courses in business administration are offered by the department of political economy. These include subjects fundamental in all business activities—courses in business forms, correspondence, organization and management, bookkeeping, commercial, financial and factory accounting, with a study of the cost of production, office appliances and systems, advertising, salesmanship, buying, credits and collections, financial operations and a general course on the practical problems of business management. Every one of the thirty students who was graduated from the regular university course in business administration last June obtained a good position before receiving his diploma, and large business houses sent more requests for such graduates than could be met.

The department of political economy

has prepared three courses, each of forty weekly lessons, including the elements of political economy, transportation and the labor movement and socialism. The first course will give a general survey of the fundamental principles, with a discussion of leading economic problems, such as trusts, taxation, trades unions, railroads, money and banking. In the second course the relation of railroads to other branches of industrial life will be considered, with the growth of the present system, combinations, rates and fares, discriminations and public regulation. Considerable attention will be given state and federal legislation and recent court decisions on railroad questions. The growth, policies and methods of labor organizations, the conditions of employment, the trend of wages, public activity in behalf of the workers, and, finally, the significance of the socialist's appeal to the laboring classes, are to be considered in the third course.

The elements of political science will be treated in five courses. One course will devote twenty weeks to the organization, methods and present-day problems of national government, and a similar time to American states and municipalities and their problems. A second course will treat of the law of journalism and business; a third of legislatures and political parties; a fourth of American diplomacy and world politics, and a fifth with constitutional and institutional law.

All courses will be so related and adjusted as to meet the need of the individual worker, and the instructors at Madison will give personal attention to each student in a way that is not always possible in large classes in an institution. Each student will be assisted in finding the course best suited to his needs. The local centers for the work will generally be in the libraries and schools of the various communities, and when possible students will be gathered there by the teachers and study leaders for conference and discussion.

EDUCATIONAL NEWS IN BRIEF

The trustees of the Carnegie Foundation for the Advancement of Teaching unanimously voted, at their annual meeting in New York, to refer to their executive committee an appeal from State and land grant universities and colleges for participation in the benefits of the foundation. Discussion of the appeal took up almost the entire session. President Henry S. Pritchett presided. Mr. Carnegie's gift is devoted primarily to the pensioning of university and college professors after long and faithful service. All of the trustees, twenty-five in number, were re-elected, headed by the following: President Charles W. Eliot, Harvard, chairman; President David Starr Jordan, Leland University, vice chairman; Charles F. Thwing, Western Reserve University, secretary.

French statistics show the expenses of the various European States for the education of their subjects. In Germany there is one school to every 700 inhabitants, and on an average 100 children attend one school. The expense amounts to 38.25 cents a head of population. In France there is a school to every 500 inhabitants, a school is attended by sixty-six children, and every Frenchman contributes 29.5 cents to the expenditure. In Italy, where there is a school to every 600 inhabitants, a school is visited by fifty-six children and a pupil costs 16.75 cents.

A joint convention of six educational and scientific organizations of national importance was held in Baton Rouge, La., in November. It was the first time that any one of these bodies has met in convention in a far Southern state. The organizations represented were the American Association of Farmers' Institutes, the National Association of Presidents of State Universities, the National Association of Presidents of Agricultural Colleges, the National Association of State Experiment Associations,

the American Association for Promotion of Agricultural Science, and the Association of Southern Entomologists.

Superintendent of Schools Elson of Cleveland, O., has introduced a new course of study for pupils in schools of the elementary grade. The children are to be taught just what are the duties of the mayor, the city council, the police department, the board of health, and so on. These are things that coming citizens need to know about, and an early start is desirable. "Such a course," says Mr. Elson, "should be particularly valuable in a city like Cleveland, where there is a large foreign element."

Schoolboys in old England took to Latin and Greek at an early age. At St. Savior's Grammar School, Southwick, in 1611, a pupil of seven years and three months was admitted as an ordinary occurrence, who signed his form of admission, stating himself to be "reading and learning in the Accidence, and entering into Propria quæ Mariubs, etc.; and also Tully, his second epistle, among those gathered by Sternius, and Corderius's dialogs, etc." The hours of study were long, too. An old record says that from March till September "the child is to come at six in the morning and be at school till eleven. Again at one and tarry till six; the rest of the year he is to begin in the morning at seven and leave at five in the afternoon. The maister shall not give leave to play but once a week."

The first number of the "American Political Science Review" appeared in November. The magazine is edited by Professor W. W. Willoughby of Johns Hopkins university and is published by the American political science association which was formed about a year ago. The political science association is the last of five national societies of a similar nature to organize, the others being the Ameri-

can historical association, the American economic association, the American statistical association and the American sociological society. Three of these societies have had publications, including a magazine and publication of proceedings, for some time. The other two have not published because it was but recently that they were formed.

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Berlin university is the most numerously attended seat of learning in the world. It contains 7,774 matriculated and 1,330 non-matriculated students. All the states in Germany, and every country in Europe, from Norway to Sicily, from Ireland to Russia, are represented in its classrooms.

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Work is now in progress at Yale University on a new book stack, to accommodate 400,000 books. The bookcase will be made of steel and so adjusted that every volume may be seen by natural light. The floors of the six decks will be of heavy glass and the windows of translucent glass, so as to avoid the use of shades. An automatic endless chain carrier will enable the official at the desk to procure a book from any one of the cases at a moment's notice.

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The American Association of Agricultural Societies and Experiment Stations at Baton Rouge, La., voted down an amendment similar to that adopted by presidents of State universities, recommending the establishment of a national university at Washington. The national convention of horticultural societies, representing a dozen States, held sessions, and the official entomologists of the cotton belt held supplementary meetings. The association elected these officers: President, Dean S. Bailey of Cornell; vice-president, Thomas D. Boyd of Louisiana State University; secretary-treasurer, J. L. Hills of Vermont; biographer, A. C. True of Washington.

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Addressing 7500 school teachers at the annual convention of the Michigan State Teachers' Association in Battle Creek, President Ellsworth Gage Lancaster of Olivet College, Olivet, Mich., declared

that children are started in school too young; that they should be at least eight years old before taking up school work. He contended that there should be but four years instead of eight before the pupil entered the high school. Hygiene, he said, is a more important subject than either geography or arithmetic for the children to master, and arithmetic should not be studied until children have reached their thirteenth year.

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The report of President Hazard of Wellesley College reviews the college at the end of her seventh year of service. In 1899 there were sixteen professors and fourteen associate professors on the academic council—thirty in all. The total number of the faculty, instructors and officers included was 107. In 1905 there were sixteen professors and twenty-three associates, making thirty-nine persons on the academic council, with a total of 136 officers of instruction and government. The number of students in 1899 was 688, and in 1905 1102.

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Announcement was made that at a meeting of the general education board, which has charge of the John D. Rockefeller foundation for higher education, appropriations, conditional upon similar amounts being raised by the colleges themselves, were made as follows:

Lawrence University, Appleton, Wis.	\$ 50,000
Drury College, Springfield, Mo.	50,000
Richmond College, Richmond, Va.	150,000
Washington and Lee University, Lexington, Va.	5,000
Iowa College, Grinnell, Iowa.	100,000

This makes a total of \$667,500 contributed from the income of the Rockefeller foundation since the gift was received in October, 1905, and when the conditional amounts are raised the total contributed for the endowment of colleges will be \$2,670,000.

President Harry P. Judson of the University of Chicago was elected a member of the board, succeeding the late Dr. Harper, and President Edwin A. Alderman of the University of Virginia and Hollis B. Frissell of Hampton Institute were elected members of the board.

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THE MONTH'S REVIEW

What Educational People are Doing and Saying

Arrangements have been completed for the Harvard Ethnological Expedition to South America, and the party has sailed from New York on a Government steamer to Panama. From Panama the expedition will cross the Isthmus and go down the western coast to Mollendo, and from there will strike inland to Arequipa. The party is made up of Dr. W. C. Farabee, instructor in anthropology at Harvard, who will be the leader and chief scientist of the expedition, and two assistants, L. J. de Milhau and J. W. Hastings. The physician who will accompany the party is Dr. Edward F. Horr. Mrs. Farabee will accompany her husband and will remain in Arequipa, Peru, where the party will have its headquarters.

The general object of the trip is to collect all possible information about the little-known Indian tribes living on the headwaters of the Amazon and Parana rivers on the eastern side of the Andes Mountains. The funds for the expenses of the expedition have been given by a recent graduate of Harvard, who is deeply interested in the work of the ethnological department. At Arequipa the party will be able to co-operate to some extent with the Harvard Observatory which is located at that place, though owing to the very different nature of the work done by the Observatory the assistance rendered must necessarily be confined to material rather than scientific ends. From Arequipa side trips of a few months' duration will be made

among the neighboring Indian tribes. There has been no previous expedition of this sort from America, and the only work done in this region has been by the German scientist Flick, who has, however, covered only a small part of the territory that will be explored by the Peabody Museum party. In an ethnological way the region is therefore practically unexplored, and the work done by this party is expected to be of the greatest importance in advancing scientific knowledge of the primitive South American peoples.

The scientific objects of the work will be to gather all possible information bearing on the origin, language, manner of life, physical characteristics, and mental advancement of these remote tribes. An attempt will be made to gather a complete collection of the implements, utensils, weapons, clothes, in short of everything that may contribute to knowledge of the Indians. Reports and collections will be sent at frequent intervals to the Peabody Museum.

The party expects to be absent about three years. This is probably the most important expedition ever sent out by the Peabody Museum, though some very important work has been done along similar lines in other parts of the world. Dr. Farabee, who will have charge of the work, has taken part in several expeditions of this sort, and so has the experience necessary for the work. Letters have been procured from Elihu Root, Secretary of State, to all the United States representatives in the region, and

these will undoubtedly be of great assistance in a material way. The assistance of the Harvard Observatory forces will also contribute largely to the success of the expedition.

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In the current number of *Science*, the official organ of the American Association for the Advance-

Enrollment ment of *Science*, is
Statistics for 1906. found the annual article concerning university registration statistics from the pen of Rudolph Tombo, Jr., registrar of Columbia University.

The statistics given are, with few exceptions, approximately as of November, 1906, and relate to the registration at 23 of the leading universities throughout the country. Two new institutions have been added to the list, the University of Kansas and New York University. The figures, in every case, have been obtained from the proper officials of the university concerned.

The statistics are from the following universities and colleges: California, Chicago, Columbus, Cornell, Harvard, Illinois, Indiana, Johns Hopkins, Kansas, Leland Stanford, Jr., Michigan, Minnesota, Missouri, Nebraska, New York, Northwestern, Ohio State, Pennsylvania, Princeton, Syracuse, Virginia, Wisconsin and Yale.

"Comparing the figures of 1906 with those for 1905," says the article, "it will be seen that a number of institutions show a loss which, in the case of California (10.61 per cent) and Leland Stanford (4.73 per cent) may be traced to external causes. The other universities that have suffered a decrease in attendance are Johns Hopkins (10.17 per cent), Northwestern (5.59 per cent) and Columbia (2.21 per cent)."

The greatest gains have been made by Pennsylvania (14.69 per cent), New York University (12.74 per cent), Indiana (10.02 per cent), Missouri (9.75 per cent), Syracuse (8.21 per cent), Virginia (7.04 per cent), Nebraska (6.52 per cent), Ohio (5.98 per cent), Cornell (5.27 per cent), Illinois (4.81 per cent), Chicago (3.59 per cent), and Michigan (3.38 per cent).

"Harvard (1.14 per cent) and Wisconsin (.52 per cent) show slight gains, while the registration at Kansas, Minnesota, Princeton and Yale has, to all intents and purposes, remained stationary.

"If we compare the registration of 1906 with that of 1905, we shall find that every university with five exceptions has increased its registration during the intervening period, the exceptions being California, with a loss of 11.71 per cent; Northwestern, 8.25 per cent; Johns Hopkins, 7.62 per cent, and Harvard, 2.29 per cent. The larger gains during this period have been made by Pennsylvania (54.34 per cent), New York University (49.16 per cent), Missouri (47.09 per cent), Ohio State (36 per cent), Kansas (30.6 per cent), and Virginia (27.13 per cent). Next comes Cornell (24.2 per cent), Michigan (24.18 per cent), and Yale (24 per cent). These are followed by Minnesota (12.52 per cent), Stanford (11.03 per cent), Chicago (10.13 per cent), Nebraska (9.65 per cent), Columbia (8.09 per cent), and Wisconsin (7.46 per cent). The enrollment at Princeton has remained stationary, the increase being one of only .52 per cent."

The total attendance for the present year to November 1, for some of the universities and colleges is as follows: Harvard 5,343, as compared with 5,283 in 1905; Yale 3,477, as with 3,477; Princeton 1,352 as with 1,361; Pennsylvania 3,934, as with 3,430; Indiana 1,515, as with 1,377; Stanford 1,530, as with 1,606; Michigan 4,674, as with 4,521; Missouri 2,071, as with 1,887; Ohio State 2,180, as with 2,057. The author of the article is led to say:

"I desire at this place to express the hope that this article will not be interpreted by the reader as desiring in any way to place undue emphasis on mere numbers as the most important factor in the development of a higher institution of learning; at the same time it will no doubt be of interest to notice where and how gains and losses have been experienced. No sensible person will regard the number of students in attendance at a university as the sole criterion of the advantages that one institution has over another."

Among matters of general interest may be noted:

"At Princeton the number of academic students has increased from 629 to 758; at Yale from 1,323 to 1,350; and Columbia 557 to 606; whereas the number of scientific students at the same institutions has decreased from 624 to 484 in the case of Princeton, as Yale from 1,028 to 929, as Columbia 566 to 524."

"As far as the number of women in academic courses is concerned, there has been a decrease at California and Stanford, while in all of the other institutions there has been a noticeable gain.

"The professional schools of law and medicine show a general falling off in attendance; appreciable gains in law, however, having been made by Chicago, Illinois, Indiana, Missouri, Northwestern, Syracuse, Virginia and Yale.

"The only dental schools that show an increase are those of Michigan and Pennsylvania."

Harvard still maintains the large lead it has had for a number of years in the academic department.

It will be seen that of the ten universities having an enrollment of more than 1,000 students, six are situated in the West. Of the twelve institutions with an enrollment of more than 500 scientific students, eight are located in the Western states. Cornell still leads in the number of scientific students, Michigan second, Illinois third, followed by Yale, Wisconsin, Ohio State, California, Pennsylvania, Nebraska, Minnesota, Missouri and Columbia.

New York University has the largest law school among the institutions in the list. Michigan, second; Harvard, third, and Minnesota, fourth. Columbia leads in graduate students, Minnesota in agriculture, Pennsylvania in architecture and dentistry, Northwestern in divinity, Yale in forestry, Syracuse in music. Columbia has the largest teachers' college, and Ohio State the largest veterinary college. An interesting item in reference to the number of officers (administrators, faculty, etc.) as compared to the students follows:

At California there are 9.7 students for each officer. Chicago, 14; Columbia,

7.75; Cornell, 7.76; Harvard, 9.1; Illinois, 9; Indiana, 17.8; Johns Hopkins, 3.27; Kansas, 15.5; Leland Stanford, 10.2; Michigan, 14; Minnesota, 12.2; Missouri, 12.6; Nebraska, 16; Northwestern, 9; New York, 12.4; Ohio State, 12.3; Pennsylvania, 10.5; Princeton, 7.6; Syracuse, 14.1; Virginia, 9; Wisconsin, 9.9; Yale, 8.35, the average of this series being about 10.96.



Educators from the leading schools and colleges in the East met in Philadelphia last month to **Condemns College Social Events** attend the twentieth annual convention of the Association of

Colleges and Preparatory Schools of the Middle States and Maryland. Papers touching upon various matters of interest to teachers were read, and in her talk on "The Encroachments of the Secondary Schools on the College Curriculum," Professor Lucy Salmon, of Vassar, did not confine herself to a discussion of the inroads made by the preparatory schools upon the province of the college, but branched out into a condemnation and arraignment of the innovations which are permitted students preparing for college, and her sentiments received a hearty seconding from the hundreds of teachers who had gathered to hear her.

"Social events, private theatricals and theatre parties should be tabooed," she said. "The decline of Puritanical ideas and the over elaborate church organizations with the mushroom growth of school fraternities has worked untold injury upon the young minds. Newspapers and periodicals with vicious, pernicious and indiscriminate reading have driven the classics from the home. The vacuity of the home with the changes in household duties which puts all the work into the hands of serving maids, has driven the children out of doors and in their place have come the ruinous bargain-counter rushes, the church suppers, the afternoon teas, and bridge whist parties. The search for material reward has destroyed education for education's own sake. The giving of prizes in schools is not the proper incentive for

good work and commercialism, competition and the advancement of personal ambition are the spectres which now block the road and interfere with the proper education of the youthful mind.”

Dr. William Osler, formerly of Johns Hopkins University and now Regius Professor of Oxford, in a talk to the Medical Journal Club of Baltimore, spoke rather disparagingly of the work of American colleges. In referring to the Rhodes scholars from this country at Oxford he said many of them would not attain their degrees because they had not been properly taught. He suggested that in this country teaching was followed by men for other reasons than to promote the welfare of those whom they taught, by saying that in England school teaching was taken up as a life profession, and was a calling that was looked upon as an honored one. In this country in many of the Western colleges Greek was looked upon as a study of barbarianism, and consequently when a young man who graduated at one of these institutions obtained a Rhodes scholarship and went to Oxford he was greatly surprised because he was so far down the scale in the classics. The doctor expressed the opinion that in the next four years not more than two or three young men from this country holding Rhodes scholarships would attain the degrees they sought.

Among some statistics compiled by President Eliot of Harvard University in connection with the subject of college taxation, are figures showing that there are now 2,159 students living in taxed dormitories and other lodgings in Cambridge, against 296 in 1866-67, or more than seven times as many. Of the 3,599 students now studying in the Cambridge departments there are about 1,300 who get most of their meals in restaurants and houses taxed in Cambridge, or twice as many as the entire number who boarded in Cambridge forty years ago.

Apropos of these and some other figures along the same line, President Eliot says: “The obvious inference from the above figures is this: To increase the benefits which an educational institution confers on the town in which it is situated, the best way is to make the institution itself better and stronger, so that it may always be getting more and more teachers, students and employees.”

An interesting table of figures is given designed to show that exemption does not diminish the value of taxable realty in college towns as compared with other towns. Among the figures are the following:

City.	Per Capita Value of Taxable Real Estate.
Cambridge	\$901.60
Fall River	474.80
Worcester	745.80
Lowell	602.90
Lawrence	517.10
Springfield	860.30
Lynn	598.70
New Bedford	541.80
Somerville	770.70

By similar figures it is demonstrated that college towns have no higher tax rates than non-college towns. Another table shows that in college towns the percentage of their taxable property to that of the whole county is higher than the percentage of their taxable individuals to the number of taxable individuals residing in the county. For instance, the proportion of the taxable individuals in Cambridge to the number in Middlesex County is 15.17 per cent, while the city's proportion of the taxable property of the county is 18.21 per cent.

Dr. Andrew Lang says that German education is superior to the British system. In a recent article comparing the two he said: “We hear of it every day. We recognize it whenever we meet a German waiter. He can speak all languages, in a tone and with a manner equally repulsive. Now, it is much to be doubted whether all the members of the British cabinet can make themselves intelligible in any language but our own. In busi-

ness the German has the advantage of us, because he is educated. He does not consign his goods (like an English firm) 'to the port of Moscow,' which he conceives to be in the Mediterranean. As to classic learning, so superior is German education that many of our scholars lie down, as it were, and let the Germans walk over them. I am informed that their museums possess ten times as many articles of daily use among the aborigines of Australia as our museums have acquired, yet we own the Australian continent.

"Prof. Eulenberg has collected figures relating to suicides of German school children. There were 950 cases between 1893 and 1900. That is an average of over a hundred suicides annually. Prof. F. Hueppe of Prague is reported as applying the epithet 'child murdering' to the German educational system. Excessive 'brain work' is not the curse of our (the British) public schools. A professor, a distinguished professor of the Greek language, informs me that, when a schoolboy, he never prepared his lessons before going into school. In England we have only 'three or four hours of sedentary brain work to every hour of bodily exercise;' in Prussia the boys have seventeen hours, in Bavaria twenty-five.

"Dr. Julius von Negelein says that the pupils work till midnight and that he knows children who pray ever day that they may pass their examination because otherwise their fathers would kill them. Dr. Smolle says that Mr. Gladstone rejoiced in Homeric studies in his old age, while he challenges creation to find an old German official, business man, or man of property who takes pleasure in any study when he is old."

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A state law forbidding fraternities and sororities in the public schools of Iowa is recommended by State Superintendent John F. Riggs in his biennial report, which has just been filed with the governor.

The state superintendent limits his commendation to the abolition of high

school secret societies, but his argument against them is so sweeping that it is likely to be applied against the fraternities at the state university and state agricultural college and it is possible that an effort will be made to forbid the college fraternities at the state institutions along with the high school frats. This will evoke strenuous opposition, for the college fraternities have several thousand members in Iowa, especially among men and women of prominence.

State Superintendent Riggs is himself a fraternity man, having been a member of the Phi Delta Theta fraternity at college, but like many other college graduates is opposed to the fraternity system among the children of the public schools. "College fraternities cannot be compared to those among the children of the public schools," said Mr. Riggs. "I am not prepared to say that fraternities should be abolished at the state university and state agricultural college, though in a sense those institutions are also supported by the taxpayers of the state."

In his report to the legislature and the governor State Superintendent Riggs has this to say of high school fraternities and sororities:

"Within very recent years secret societies have been permitted to enter many of the larger high schools of the country. The suggestion for their organization was doubtless due to the prevalence of similar societies in the leading colleges and universities. Many educators are of the opinion that secret societies have no rightful place in higher institutions of learning, while practically all are agreed that in public high schools they are wholly without excuse, and are, in fact, a constant menace to discipline; that they are breeders of clannishness, snobbery and a patronizing air toward other pupils; that they place allegiance to the fraternity above allegiance to the school; that they distract attention from school work; that they lead to extravagance and even to dissipation, and that their members combine to promote their own interests regardless of merit and against the interests of others.

"The public school is intensely democratic and must always remain so. Any

institution with tendencies opposed to this fundamental principle should not be tolerated in a public school of whatever grade. High school fraternities and sororities have as yet invaded but few Iowa high schools. They should, in my judgment, be forbidden by statute in the schools where they are now found and denied entrance into others."

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Carroll D. Wright, president of Clark University, Worcester, Mass., and former Commissioner of

Carroll D. Wright

Scores

Modern Isaiah.

Labor in Washington, spoke before the League for Political

Education, in New York, on "The Public Conscience." His address was an argument to prove that a class of pessimists which is prominent now is altogether wrong in its contentions. He particularly criticised writers for magazines who "condemn all sorts of present conditions without knowing what they are talking about."

Mr. Wright cited Isaiah as the supreme exemplar of pessimism, and said every age since his had had its Isaiah, big or little, who had proclaimed the very same dire things which certain magazines are now publishing, and that these men had always been far from right. He defined a pessimist as a man who, having to choose between two evils, chooses both.

"I will cite a few instances now," said Mr. Wright, "to show that the evils existing today are not such a recent development as our pessimists seem to imagine. Hollingshead, in England, some 350 years ago, wrote a book on the identical shortcomings which some of our magazine writers seem to think are peculiar to our own age and country. Then, in Governor Bradford's journal, we find that for downright depravity will match that for downright depravity will match anything the yellow journals can report today. Only a hundred years or so ago Harvard College was in part supported by lotteries. And I could tell you about a clergyman who, about a hundred years ago, sent £100 to a judge, with a letter asking the judge to decide a case in favor of a certain person, and telling him to

keep the money if he should so decide."

Mr. Wright quoted the late Senator George F. Hoar of Massachusetts as saying he was convinced there had been more actual corruption of members of the government during the two terms of Washington, that of John Adams and the first term of Jefferson than in the administration of Grant, when there was so much talk about corruption. He also quoted Philip L. Allen, a writer, as saying that in the early days of our government there were members of Congress who were in the pay of France.

"Some of our members of Congress," Mr. Wright said, "may not be all that they ought to be, but that any one of them is today in the pay of the government of France or of England or Germany is absolutely unthinkable. Yet most of the writers in this new magazine school will tell you these are the most degenerate days in the history of the republic. Are they?"

"But there is today a class of writers who are neither pessimists nor optimists and yet who indulge in this sort of denunciation. They are simply sensation-alists. Some of them are good writers, too, to their discredit. They are the muck-rakers, who bring up nothing but muck, and the blackest sort of muck. They never have time to see the things that public men do; they are too busy keeping their eyes fastened on the muck—and its market value."

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The cost to the state for educating young men and women in the agricultural college is less in Kansas than in any of the other states maintaining agricultural colleges in the same rank as Kansas, according to reports compiled and submitted by E. R. Nichols, president of the Kansas Agricultural College. The cost is given as \$104 for each student.

Oklahoma is second. The cost in the territory is \$133. Michigan pays the highest for educating students in the agricultural college. Two hundred and seventy dollars is given as the actual cost. The average cost in the nine ag-

ricultural colleges in the list presented by President Nichols is \$136 for each student. The table showing the number of students, instructors, income and cost for each student follows:

	Stu- dents.	Instruc- tors.	Income.	Cost.
Kansas	1,144	55	\$218,927	\$104
Iowa	1,181	72	203,773	173
Indiana	1,002	77	178,549	178
Michigan	648	54	173,406	270
Pennsylvania ...	479	49	128,406	268
North Dakota ..	457	24	71,549	157
South Dakota ..	430	27	69,614	162
Colorado	388	32	89,680	231
Oklahoma	330	19	43,902	133
Average	673	45	\$119,759	\$186

Coeducation and athletic training were held up as the chief factors in maintaining a high standard of morality in educational institutions by Prof. John H. Harris, president of Bucknell University, in an address at the meeting of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, held in Philadelphia. The speaker asserted that there is no greater inspiration for truth and ambition than the association of young men and women in colleges. He said in part:

"Even if colleges shift the responsibility for the moral condition of their students upon the Church, and the faculties deny their responsibility, yet the general public will still hold the colleges accountable.

"A great trouble is that students have either too much work or too little. The art of assigning just enough work is in many cases lost. The moral danger to students is that the professors will do all of the study and thinking and leave them nothing to do, or, on the other hand, the teachers will overload the young men and women with studies. In my opinion, three-fourths of the cheating in colleges is due to this latter mistake, and the teachers are morally responsible for it.

"Athletics have undoubtedly improved the moral standard in our land. The motive in physical exercise is personal, but there is a field for development and fairness, which has a great effect upon the moral standard of every college. Whatever we may think of football and

its brutality, our hearts cannot help warming to the young giants of the gridiron."

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President Eliot, in a recent discussion of education for citizenship, took for his text a phrase in the announcement referring to "purely intellectual education" in vocational training. He said it appeared to him an unwarranted distinction, for in every course of education he believed there was a moral element. Manual training, for example, had a large moral element. In "vocational training" in universities, the aim was to fit individual capacities for the service of society. The primary school inculcated habits and principles in the performance of small things, that went to make good workmen.

"There is a higher morality," he said, "that of honesty, purity, loyalty, and there was never a school that could teach it directly. The spoken or written precept in morals is of little value in education. The gospels rarely attempt to teach morals by precept or rule, but generally by some application, as in a parable.

"It is by the indirect method," he continued, "by force of personality, that we bring our precepts into the moral fibre of the child. All religions have been founded and taught by great personalities, and only by that method. Social education must have a motive power, something to cause the child to assimilate and enjoy the teaching of morality, and that is love."

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Before the faculty and students of the Massachusetts Institute of Technology, Dr. Henry Van Dyke of Princeton University discussed the advantages of both knowing men and being able to know what is in a man, two gifts which every leader and commander of men has need for in his everyday life.

"The writer," said Dr. Van Dyke, "has to be able to pick out the distinguishing traits and ruling passions of a man so

that the character will be recognizable. The artist looks at a head and in an instant has the outline of that face and can reproduce it. If he is a great painter he can reproduce something of the peculiar qualities of the persons. The leader of men has to know men. The military officer in charge of a regiment has to know which of his captains can be depended upon to faithfully carry out orders. He must know the make-up of his regiment, whether he has a crowd of honest, earnest, conscientious, brave men or a crowd of liars who are willing to conceal within their ranks a murder because of a secret obligation in which they had entered in direct violation of their supreme allegiance to their country.

"A man may be able to know men in this way without being able to enter into that deepest inmost life that is in every man. There are very capable students of the world who know men, but they don't know this inmost life. Deep beneath the distinction of character there is a common life out of which is woven our common pleasures and happiness, though in different patterns. To know happiness, to know sorrow, to know penitence, to know hope, joy and love in the heart of man—that is to know what is in a man. That was known by Jesus of Nazareth as by no one before him and none since him. He knew how to enter into the deep secret of human heart and to speak to a man according to his character and as man to man.

"This ability to get into the heart of a man is more than a mere knowledge of human nature. Knowledge of human nature has something cold and scientific about it. To know what is in man is a more living personal power of penetration into the vital secrets of a human heart. A sinless life is the only one in which to learn to know men. Vice blinds the eyes.

"Don't think that by learning the bad in the world you learn to know the world. The pure, the clean man is the man who really knows what human men are. His sound, sane, wholesome state is far better provided to delve into the secrets of the heart. Nothing will help so much to an understanding of your

friend as a sincere wish to do some good for him.

"I think that young men feel sorrow, grief and pain more than older people, but I don't think it stays so long. Sensitiveness to sorrow is a part of man. Man suffers as no animal can possibly suffer. Man has a spiritual feeling for sorrow and grief that animals have not, so far as we know.

"No matter how far the psychologist or scientist may carry his investigations of life human life can not be explained that way; there is more in man than can ever be accounted for by chemistry or psychology. There is one thing more that I wish to speak about: That is the spark of divine that is in each of us. Most of our unhappiness comes about because there is in us a scrap of the infinite that is not satisfied with finite things. There is a longing in the human heart to move up, to develop, to unfold into a better life. To do and to be noble is the deepest desire of every heart. Some of you may hide it, others may suppress it, but down deep in your heart it is there."

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Italy is highly gratified because the first Nobel Prize to be awarded to an Italian has been given to Professor Camillo Golgi of the University of Pavia, who has rendered service to science and has made discoveries that have led to the saving of the lives of thousands of his countrymen.

**The Nobel Prize
in
Medicine.**

Professor Golgi was born in 1843 in a village in the Province of Brescia. His father was a physician, and the son, following in his steps, on his graduation from the University of Pavia began his career as assistant in the laboratory for experimental pathology. He made a specialty of histology, which had been neglected in Italy. Later he was appointed head of the Abbiategrasso Hospital, though continuing his experiments in his leisure.

In 1870 he discovered a new method for coloring the substance of the nerves with the help of nitrate of silver by means of which it became possible to ascertain the relation between nerve fibers and cells. At the announcement

of this discovery he was invited to accept chairs in three different universities, but he chose his alma mater at Pavia, accepting the newly founded chair of histology.

Professor Golgi's crowning work was his discoveries in relation to malaria, the national scourge of Italy. He traced the development of the parasite in the blood and found why malarial fever was intermittent, and after repeated experiments discovered the best method of administering quinine. The adoption of his device has greatly lessened the number of deaths from malarial fever, and he is looked upon as a national benefactor.

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The discussion of the question of college morality, in which a number of edu-

**College
Morality.**

cators are engaged is conclusive of nothing save this difference of opinion among

those who should be qualified to judge; a fact which in itself goes to show that conditions are not altogether deplorable or even worse than formerly. According to the printed reports it was only present conditions that received attention. If the question had been considered comparatively it is hardly to be denied that the consensus of opinion would have been more in favor of the present generation of college students.

Those familiar with the student life of only a generation ago have generally agreed that it caused, or at least accompanied, a lower standard of personal morality than prevails today, especially in the matter of indulgence in the grosser vices; while the boisterousness, often equivalent to lawlessness, which in all times and countries has marked the conduct of young men in a community of their own, is distinctly less in evidence now than formerly.

Probably the truth of the matter is that college communities are neither more nor less moral than the communities from which they are recruited; that they reflect the moral conditions of those communities. It is idle to expect the college to exercise the restraining influences of home and the church, to say nothing of repairing the moral damage for which parents rather than secular or even reli-

gious teachers are and must continue to be primarily responsible. College training is fundamentally intellectual, and students are frequently called upon to regard even moral problems in an intellectual light. Naturally this freedom is occasionally abused and transformed into license, yet this is a result observable rather more frequently outside of than within college walls. Merely as a matter of human experience it cannot be contended that the moral standard of the college student is below that of his brother who is engaged in business.

Doubtless moral standards are lower in colleges than they should be, but it remains to be demonstrated that they are lower there than in the community at large among young men of the same social and intellectual class. The most pessimistic observer can find comfort and confidence in the admitted fact that in respect of morality the American college student shines by comparison with the student of continental Europe, even in a country like Germany, where the moral standards of the people as a whole are not a whit less lofty than our own; while our own young college men are better equipped morally as well as mentally than their fathers were in their own college days. At least such is the prevailing opinion of the fathers.

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By a recent vote of the Harvard authorities Professor F. G. Peabody, at his own request, retires

Changes at Harvard from the position of Divinity School. dean of the divinity school, and his place

has been filled by Professor W. W. Fenn. Professor Peabody has won more than a national reputation as a writer on the social aspects of Christianity and as an interpreter of the character and message of Jesus to the modern man; his homilies preached in the Harvard University Chapel are models, and have been translated into other tongues; his appreciations of great men living and dead have a finish of style, balance of form, and a judicial quantity which promise to make them lasting in literature of their kind. His recent mission to Berlin University as an interpreter of American ways of

dealing with social and economic problems reflected honor upon himself and upon Harvard, and was as tactful as it was informing. Having recently given over to Professor E. C. Moore the university chapel administration he now resigns to Professor Fenn the administrative side of the divinity school, to devote his time and powers to teaching of homiletics in the divinity school and social ethics in the university.

Professor Fenn, who now takes the deanship of the divinity school, came from a Chicago church to the chair of theology in the divinity school a few years ago with an excellent reputation as a New Testament scholar and as a good preacher. He has come to be one of the best preachers in his denomination, a man whose grip on university students and the laity has steadily increased; his type of living and thinking appeals to men in search of reality; and he has capacities for his new post which will tell on the development of the school.

A sign of the times indicating increasing interest in the divinity school by Trinitarian Congregationalists is the recent organization of Orthodox students in the school of partnership with a group of the younger Congregational clergymen of Greater Boston, which will bind pupils and pastors together for mutual betterment, the pastors and preachers giving of their present and past experience and the students coming with questions and problems raised by the teachings of professors and their own comparison of views. As there is a steadily growing representation of Trinitarian Congregationalists in the school and will be, whatever the solution of the Andover Seminary problem, this plan for strengthening a bond of union within the denomination and of giving the younger men a feeling that they are part and parcel of the Church is admirable. It marks the end of the era of an openly avowed feeling of suspicion in the Congregational churches, against the graduates of the divinity school, and completes from the students' and active pastors' standpoint the transformation in the divinity school which began when Trinitarian Congregational professors began to have representation on the faculty.

Professor C. E. Lucke, of the department of mechanical engineering, at Columbia, has completed the first part of his investigations into the properties of denatured alcohol as a fuel in gas engines. A report on the results of the experiments, which were begun early in October, has been prepared and is to be submitted to the Department of Agriculture at Washington, D. C. Dr. Lucke is convinced, through the results obtained, that the denatured product may be substituted successfully as a fuel in place of gasoline and similar substances used at present. There are no changes necessary for the substitution in the present type of gas engine. In order to obtain the best possible results, however, Dr. Lucke believes that some minor modifications in engine construction must be made. As a fuel, denatured alcohol is not as volatile as gasoline, and it was this characteristic that was considered one of the chief difficulties to be overcome. Dr. Lucke intends to push his tests further along this line. He will include many other types of gas engines in his experiments, and endeavor to devise the best method of overcoming the lack of proper vaporization which at present exists. No difficulty was met by Dr. Lucke in starting engines with the new fuel, and it was discovered that the denatured product had no sooty residue.

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In this day, when colleges are only too apt to boast themselves on their students and financial resources, it is well to re-implement some of the more important features of college life. If any student of the University of Virginia were asked what was its greatest asset, the *Times-Dispatch* is sure that the unhesitating reply would be, "The honor system." It has long been forgotten how the Persians trained their children, except that they held the most important object of education was to teach the youths to speak the truth. That this principle should have been instilled into the University of Virginia from its inception is a glory and advantage of incalculable value.

**The Honor
System and
Character.**

The New York Evening Post has a letter from Princeton, in which the writer says the Princeton men are proud of the fact that for fourteen years all examinations have been conducted under the honor system. Continuing, the correspondent of the Evening Post says:

"The most convincing evidence that the honor system at Princeton has succeeded without diluting the manliness of the undergraduates lies in the growth of an unmistakable sense of responsibility on the part of the students, a spirit upon which the faculty has learned to depend.

"They have passed the stage where it is possible for them, by sophistry and sentiment, to shield the man who cheats in order to escape a condition. President Hyde's letter and your editorial have made me realize how highly developed the Princeton student's sense of honor and corporate duty really is."

In this statement every lover of American colleges will rejoice, and not the least those alumni and students who have known and seen in their own experience the ennobling and strengthening effect produced upon the character of young men by an honor system, which postulated at the outset the absolute moral fitness, manliness and responsibility of every student. Some there are too weak to respond even to such a stimulus, but it has proven almost invariably true that the support of this belief and the atmosphere of trust in simple manliness has strengthened many a weak purpose and stayed many an unworthy intent and at the end produced a stable and shining character. Whatever else college or school training may have in store, surely its prime and principal aim is to round out and establish a noble character.

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Cornell University has announced that high schools from which in the last

High School
or
Private School.

twenty years it has received 2,520 pupils on certificate, or 58 per cent, do better in

their studies there than pupils admitted from private schools, from whom in the same period 1,625 students have entered, or 42 per cent.

Where at the end of the first term

one in sixteen of the private school students graduates was "warned," in those fitted at high schools one in twenty was warned. Later, about one in six of the private school students was "warned," and about one in eleven of the high school students. Only one in thirty has been dropped from the high school graduates, and one in sixteen from the private schools.

President Eliot, of Harvard, has already drawn attention to the fact that the high schools today furnish a better fitting than private schools in New England. This was not the case in New England thirty years ago. It is not now in the Middle States.

In this State a "high school" may mean anything or nothing. Some give a more exacting drill in the studies than any private school. Many give far poorer. The average in this State decidedly favors the private school.

Even this is to omit one important fact, that the high schools have not yet succeeded in giving to their pupils the intangible training in the amenities of life and in character building which a good endowed or private school furnishes. The high school receives more heterogeneous material and in general less is done for its pupils in the families from which they come.

But in spite of this, the high schools ought to be able to do more than they accomplish in these directions. If they do not it is in part because the teachers are overworked and in part because a share of high school teachers feel a small personal or immediate interest in their students. In a school dependent on its pupils for its existence, this feeling is naturally stronger.

Some high school teachers have this personal regard for students. Many of them accomplish wonderful results. But it is also true that, being paid by the public treasury, a share of them do not feel strongly their personal relation to their students.

As to the way in which the pupils who enter all our city high schools, not merely here, but in all cities, are for the first year ruthlessly weeded out, with no special attempt to help the lame sheep

over the stile, it is the worst and most deplorable feature of our secondary public education.

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The trustees of the Carnegie Institution of Washington have appropriated \$661,300 to aid in Carnegie Institution scientific researches of Appropriation. various kinds during 1907. This provides for continuing work in ten departments already organized and for the organization of a department of nutrition under the direction of Professor Francis C. Benedict of Wesleyan University, Middletown, Conn. Three vacancies in the board were filled by the election of Secretary of War Taft, Dr. Henry S. Pritchett, president of the Carnegie Foundation, and Dr. William H. Welch of Johns Hopkins University. John S. Billings was re-elected chairman, Secretary Root vice chairman and Cleveland H. Dodge secretary.

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The American Philological Association, the Archaeological Institute of America, and the Convention of Scientists at George Washington. the managing committee of the American School of Classical Studies in Rome will hold their regular winter session in the halls of George Washington University January 1-5, and many noted scholars from all parts of the United States will attend and make addresses.

There will be morning and afternoon sessions of the various bodies, most of them held separately, but from time to time with joint sessions. The exercises will open Wednesday morning at 10 o'clock with the first session of the philological association in jurisprudence hall, and simultaneously with a brief meeting of the council of the institute, followed by the first session of the general meeting, held in university hall.

On Wednesday afternoon at 2 o'clock will occur the first meeting of the corporation of the institute to carry out the provisions of the national charter, granted by act of Congress last May, and *later in the afternoon* there will occur a *joint meeting of the two bodies* to cele-

brate the incorporation of the institute. In the evening at 8 o'clock in university hall the annual address of the president of the philological association will be made by President Merrill. President Seymour, of the Archaeological Institute, will preside, and the address of welcome will be made by President Needham, of George Washington University.

The Archaeological Institute of America is an organization composed of affiliated societies throughout the country. It fosters the American schools in Athens, Rome, and Jerusalem, and devotes especial attention to the investigation of the remains of American antiquity. It has a membership of 2,500. The American Philological Association is a body of over 3,000 scholars, interested chiefly in classical, oriental, and modern language studies. Prof. Thomas Day Seymour, of Yale, is president of the Archeological Institute and Prof. Elmer Truesdale Merrill of Trinity College, is president of the American Philological Association.

Among those who have registered papers to be read during the session are:

F. G. Ballentine, Bucknell University; W. P. Mustard, Haverford; E. W. Hopkins, Paul Barr, Bernadotte Perrin, T. D. Seymour, A. W. Van Buren, and C. C. Torrey, Yale; R. G. Kent, W. B. McDaniel, W. N. Bates, and G. D. Hadzits, University of Pennsylvania; C. W. Super, Ohio University; R. S. Radford, Elmira College; J. Pickard, University of Missouri; W. H. Goodyear, Brooklyn Institute; E. L. Hewett, fellow of the Institute of American Archeology; K. P. Harrington, Wesleyan; G. D. Kellogg, A. Marquand, H. C. Butler, O. S. Tonks, and A. R. Anderson, Princeton; A. A. Bryant, C. H. Moore, J. W. White, G. H. Chase, E. Cary, and M. Warren, Harvard; E. W. Fay, University of Texas; W. S. Scarborough, Wilberforce University; O. M. Washburn, University High School, Chicago; F. G. Allinson and A. G. Harkness, Brown; C. B. Newcomer and F. W. Kelsey, University of Michigan; E. T. Merrill, Trinity; T. Fitz-Hugh, University of Virginia; H. N. Fowler, Western Reserve; Miss Gisela, M. A. Richter, Metropolitan Mu-

seum of Art; D. M. Robinson, Johns-Hopkins; H. M. Paton and E. von Mach, Cambridge, Mass.; J. E. Harry, University of Cincinnati; H. C. Tolman, Vanderbilt University; A. W. Milden, Emory and Henry College.

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Consul General G. E. Anderson writes from Rio de Janeiro that, according to the plans of the **American Educators** **Wanted in Brazil** authorities immediately concerned, the State of Minas Geraes, Brazil, is to introduce American school teachers and American school methods, and the change is to be made at once. The authority for this change rests with Dr. Carvalho Britto, minister of the interior for the State, and in respect thereto he says:

"You may state that we have resolved to secure two professors of agriculture, two of manual training, and four normal teachers from the United States to begin work here in Bello Horizonte; that we have not yet decided as to the best means of securing these teachers, but as soon as we have decided we will inform you."

The four normal teachers are to be women. What this change means may be appreciated from the fact that the Brazilian authorities have been working upon educational lines more or less European with Brazilian adaptations ever since the matter of education was taken up by the government of the several States. These methods have not been found successful, and the change to American methods comes after careful investigation and in obedience to the conviction that such a change is imperative if Brazil is to make the progress in educational lines its statesmen believe it ought to make.

The State of Minas Geraes is one of the largest States of the Brazilian Union in point of area and contains about one-fourth of the entire population of the country. It also contains by far the greater portion of the country's mining interests. There is considerable American capital invested in it and it has American leanings otherwise. For instance, an electric-light plant costing \$200,000 is being put in at Bello Hori-

zonte, its capital, all the machinery for which comes from the United States. It has been the subject of considerable investigation on the part of American investors, and it unquestionably offers many inducements to foreign capital when conditions in Brazil generally are bettered.

That the leaven of American educational methods and American teaching is to be introduced in it is an event of vast importance to the State and of something more than passing interest to American educational circles. The successful work of American mission schools in the State, several magnificent establishments of which have been erected in the State capital, Bello Horizonte, is undoubtedly responsible to a great extent at least, for this decision of Brazilian authorities to favor similar methods in the State schools. The mission educators and Brazilian authorities have worked together in harmony in a way that has been of great advantage to both.

The introduction of American educators and American educational methods in the Argentine Republic some years ago resulted in a revolution in that country's educational methods and is held by educators generally to be the beginning of that country's latest period of great national growth and development.

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Among the several subjects considered at the Eastern Educational Music Conference, held at Wellesley, the address on **Practical Music in the College**, "Practical Music in the College," by Associate Professor Hamilton of Wellesley, with which the meeting was opened, has especial significance in its review of existing conditions and aims, and of the relation in which music stands to the general courses of study.

Entering upon college work, the teacher of music is struck with dismay by his limitations—the small amount of time available by the students, and the mighty interests pulling them elsewhere. However, certain facts come to his aid: first, that the proportion of teaching to practice time is greater; secondly, that his work is backed up by the general train-

ing of the students, and especially by their theoretical courses. So he finally abandons his former ideal of producing professional concert performers, and adopts in its stead one which seems thoroughly consistent with the college standard; namely, that which looks toward the production of cultured musicians, fitted for solid and intelligent study, specialized in the direction of his particular practical branch.

This is the kind of work which the college must do, therefore, if it expects to accomplish anything more than the most superficial results; and the college teacher is free to work along this line. The kind of study indicated is directly on a line with courses in the other departments, and so is readily accepted by the student. Also, the playing element, while regarded only as a means, must yet be an effective means, and must be emphasized strongly. This can be done on a direct line with the ideal of musicianship sought. Thus the student, while not arriving at a stage of extraordinary virtuosity, should yet command respect for intelligence and sanity of performance, and so ultimately impress even those impregnated with the notion that digital dexterity is everything.

The piano instructors at Wellesley are working toward this conception of college practical music; and the work may be considered in four divisions: theoretical class work; private lessons; piano class lessons; public performance.

Every student of practical music is obliged to take two full courses in the theoretical department. The first of these consists in a thorough resume of fundamental principles and musical constituents. The results of this work can therefore be assumed as material gained for the practical courses, and to be applied in them.

The piano instructors hold conferences at least once a week and are constantly striving to unify more thoroughly their methods of work, and the lists of musical compositions which they prescribe. The primary object is to connect their labors intimately to those of the theoretical departments, and to make the private instruction illustrate principles thus

learned. The lessons, in general, comprise four divisions: These are (1), technique, given in homeopathic, but continual doses; (2), the study of an elaborate classic—a Mozart or Beethoven concerto and the like—the composition being divided into short sections, studied and reviewed individually and in groupings; (3), study of short pieces, classic and modern, normal musical value and adaptability to the technical needs of the student being considered in the assignment of such; and (4), ensemble work, especially that for two pianos, four hands, is frequently appended as a supplement to the regular work, and as an encouraging and broadening influence for the pupil. In all these branches, emphasis is laid upon the musical thought involved in each composition, studied in its detail and its unity. This prepares the student for the third division of the work, that of the piano class.

For this, the students are divided into groups of about five each. Every fourth lesson is given in this class, where the work of the individuals is presented for the benefit of the whole. Much of the time is here occupied by a careful critique of, perhaps, two compositions; the rest of the time is spent in a briefer resume of the others. The class work, while always interpretative, is varied. Comparison between the different styles presented is made important. The results of this study are kept upon cards, afterward classified and retained for permanent reference by the student.

Compositions rendered at these classes in a fairly finished state are afterward performed, as the fourth division indicates, at the weekly recitals. Pupils are here given instruction especially as to the principles of the presentation of musical thoughts to others.

The work at Wellesley, therefore, as a whole, aims at specializing in a practical form the principles taught in the theory classes. If this object is attained, the practical music evidently stands in the same relation to the general courses which any specialized laboratory work stands in relation to its subject. It also follows that, as in other departments, this specialized work should be regarded

as especially deserving of academic credit; indeed, it seems a logical absurdity to count general cultural work toward the degree while a highly specialized form of the same work is debarred from receiving any credit. To reach the academic grading of accomplishment, still more systematizing as to exactness of courses would be perhaps necessary; indeed, such systematizing is already well in hand, and should not prove more difficult than the formulation of literature courses. Since the college has already legitimized musical theory, and since it has itself established these laboratory courses in music, the full recognition of such courses seems the only possible means of logically fixing their place in the college curriculum.

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The faculty at the College of the City of New York has recently adopted more

Adopts More Rigid Entrance Requirements. stringent requirements for admission, advancement, and graduation of students.

The count system has been introduced, and no man can be advanced unless he has the required number of credits. Heretofore a high school graduate could enter the college simply upon presentation of his diploma. Hereafter a candidate for admission will be required to present a certificate from the college entrance examination board and will be credited only for the subjects covered by the certificate. For admission to the freshman class the total of a candidate's credits must equal twenty; of these the following are required in all courses: English, three; history, two; mathematics, three. A candidate may be provisionally admitted to the freshman class carrying conditions equal to two credits, but these conditions must be removed before the beginning of the sophomore year. A student whose examination mark equals or exceeds 60 per cent, and whose term and examination marks together aggregate 60 per cent, shall receive a number of credits equaling the credit value of the particular subject. If at the end of any term a student has not acquired the credits in any subject, he shall be reported either

as deficient or failed in such subject; deficient when the aggregate of the term and examination marks equals or exceeds 50 per cent, and failed when it falls below 50 per cent. A deficiency can be removed by passing satisfactorily an examination at a time designated by the head of the department with the concurrence of the president. A student reported as failed in any subject must make up that subject by repeating the work in class. The most radical change, however, is that prohibiting a student to be graduated until he has received for every term the minimum number of credits prescribed for that term. This compels a student wishing to receive his degree to be proficient in every subject throughout his entire course, while formerly men were graduated with two and sometimes even three conditions.

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Each year sees a better organization of intercollegiate athletics and the fostering of additional sports

College Sport Reviewed. by the college men. There are now some twenty-five different

sports college men are wont to pursue, and in the East there are twenty in which it is possible to pick an intercollegiate champion. The Western universities are just beginning to develop the minor sports, and as they have no rowing regattas the number of sports they foster and in which they hold championship meets is much more limited. All told there are just seven sports in which the Western men are able to pick champions each year, the East having an advantage of thirteen. The seven sports which are common to the two sections are baseball, track athletics, football, cross-country, golf, basket-ball and tennis. The thirteen which the East alone fosters are: Rowing, soccer football, bowling, chess, cricket, fencing, gymnastics, hockey, lacrosse, shooting, swimming, wrestling and water polo. Some of the sports included in this number are indulged in by the Western universities, but they have not grown to enough importance to merit a championship meeting. The Westerners are adding to their list year

by year and will shortly encourage as many sports as the East.

Of the Eastern universities Yale teams carried off the greatest number of championships, though hard pressed by Pennsylvania. The Elis won four championships outright and tied for a fifth. Pennsylvania was first in four championships and tied with two other universities for a fifth. Cornell comes next, with three championships and a tie with two rival universities for the fourth. Counting a championship as one point the score of the Eastern universities would read as follows: Yale $4\frac{1}{2}$, Pennsylvania 4 1-3, Cornell 3 1-3, Columbia 2, Princeton $1\frac{1}{2}$, Haverford 1 1-3, West Point 1, New York University 1, Harvard 1 and Johns Hopkins 1.

Yale is undoubtedly the leader this year because the Elis, although technically tied with Princeton for the football honors, actually had a better eleven than Princeton. All of Pennsylvania's championships were won in the minor sports, which the Quakers have fostered as have few other universities. Cornell, although ranking only third in this list, deserves special mention. The Ithacans were the only university in the East to win championships in two major sports. Their teams were first in rowing and likewise first in track athletics. In addition to this they were second in baseball and strong in football. Harvard fared the poorest of the big universities, having nothing but the hockey championship.

The football championship of the East was not won in the clean cut fashion of some previous years. Yale and Princeton divide the honors by virtue of their 0-0 score and the fact that neither team was defeated during the year. It was the consensus of opinion, however, that Yale was superior to Princeton on the gridiron, but inasmuch as the Elis could not score they have to be content with a tie for first honors. In baseball Princeton was an easy winner of the championship laurels. There can be no dispute about the award of the boating championship. Cornell, by her victory over Harvard, which crew beat Yale, holds the title once more, for the Ithacans again were the victors at the Poughkeepsie regatta.

Michigan carried off the honors in the Middle West. The Wolverines were returned the champions in three different sports. These were baseball, track athletics and golf. Michigan hardly had a chance at the Western football title, as her team played but one contender for this title, this being Illinois. Minnesota was generally regarded as the strongest eleven of the section by virtue of her victory over Chicago.

In the minor sports Nebraska took the cross-country honors by defeating Chicago and Wisconsin, no other Western teams competing. Michigan carried off both the team and individual honors in golf. Chicago won the tennis championship in doubles, but Cornell (Ia.) College was first in the singles. Minnesota was first in basket-ball, beating Wisconsin in a sensational fight. Following are the intercollegiate champions, East and West, for the year 1906:

EAST.

Baseball—Princeton.
Track—Cornell.
Rowing—Cornell.
*Football—Yale.
Soccer Football—Haverford.
Basketball—Pennsylvania.
Bowling—Columbia.
Chess — (Quadrangular) Columbia;
(Triangular) Pennsylvania.
*Cricket — Pennsylvania, Haverford,
Cornell.
Cross-Country—Cornell.
Fencing—West Point.
Golf—Yale.
Gymnastics—New York University.
Hockey—Harvard.
Lacrosse—Johns Hopkins.
Shooting—Yale.
Swimming—Pennsylvania.
Tennis—Yale.
Wrestling—Yale.
Water Polo—Pennsylvania.

WEST.

Baseball—Michigan.
Track—Michigan.
Football—
Cross-Country—Nebraska.
Golf—Michigan.
Basketball—Minnesota.
*Tennis—Chicago, Cornell College.

*Tie for first.

Harvard's Stadium is no longer the property of the Harvard Athletic Association. It will be taken by Harvard College, under a legal right. It will be taken clear of debt, or reasonably so. The athletic association was warned, months ago, that the debt must be cleared off. If that should not be done the college has the right to order the association to remove the Stadium from Soldiers Field.

Under the management of the college, the Stadium will be absolutely free to all Harvard men, for every athletic contest. No admission fee can be charged, unless such a merely nominal one as would pay the running expenses of the Stadium, or some special charge for a reserved space in some especially desirable position. But the entrance is to be absolutely free. That is absolutely decided on by those who have in charge the reform of Harvard athletics.

As things are shaping themselves, it looks as if the special committee would also demand that every form of college sport which attempts to hold intercollegiate contests, hereafter, shall be put on a self-supporting basis, by subscriptions. No one sport, like football, will hereafter be allowed to support other sports. "This means that hereafter there will be no money-making sports at Harvard," is the dictum, in a sentence.

To the query what is likely to become of rowing, if the generous support from football receipts shall be cut off, the answer is made that with the new boat houses the crews can be self-supporting. It is pointed out that football did not pay for the race on the Thames, this summer, when Harvard rowed Cambridge.

To the objection that Harvard cannot afford to pay for such training as its football teams have always had in the past, the answer is made that the British university "Rugby" teams have no such training, and yet manage to play a better game than any American college eleven in this country.

In any case, no matter what objections are likely to be made, it is believed that the Harvard overseers will back up the

proposed reforms. President Eliot heartily approves of them, and the committee was appointed by the vote of the corporations and the overseers.

As to the right of the college to the title in the Stadium, there is no legal question. Soldiers field was given to the college (not to the athletic committee) by Henry L. Higginson. As the Stadium stands on college property, it legally belongs to the college whenever the corporation cares to claim it.

If Harvard cares to play football—even intercollegiate football—on this basis, and with this positive understanding, the college authorities will probably not explicitly forbid the game. But will Harvard want to play, on that basis? A new football, with no money for coaches, or rubbers, or anything but the bare necessities—perhaps not so much money as the average high school team has to spend; will Harvard want intercollegiate football under such conditions? That is for Harvard undergraduates to say.

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At the national convention of the American Physical Education Association held at Springfield, Mass., an address was delivered by Dr. James A. Babbitt of Haverford College, a member of the intercollegiate football rules committee, on "The New Game of American Football." After referring to the strong points of the game as a developer of skill and power, he said that football was essentially a game for college gentlemen, and was always sure to prove a failure in the hands of professionals. Continuing, he said:

"Physical educators all over the country have been in open conflict with professional trainers and their methods, and in a certain degree football shared this opprobrium. The new system of football, however, affords so much opportunity for rational outdoor exercise and free field movement that it must be admitted that a new phase has been placed upon this department of physical training.

"As to the progress of the year and its latent meaning possibly little need be

said. In one year's time we have jumped from scathing criticism to at least a quiescent press. Public interest has been stimulated and developed without a critical spirit. The game has become open and free without destroying its points of interest. These conditions are significant, and to those who detect a waning interest in baseball there comes the suggestion that football is perhaps developing too much of national interest.

"If this be so it is regrettable, but it must be confessed that the American people, from the President down, have been educated, perhaps stimulated, into an enthusiasm for grand national courage and sports of the national type. As in the days of Rome, such a national idea may meet a historic downfall, but at the present time the American people worship a type of strong physical hardihood."



Arguments to prove woman's unfitness for college have almost ceased, but we often hear arguments aiming to show the unfitness of colleges for women.

Two recent articles in the *Educational Review* are examples of such criticisms and of retorts by those who have faith in present curricula.

The April number of the *Review* contained an address by William L. Felter of the Brooklyn high school, in which he says:

"If women's colleges are established chiefly to devote their energies to the training of those who do not marry, or if they are to educate for celibacy their point of view is entirely correct. If their ideal is that of the maiden aunt, or school teacher, or bachelor woman, they certainly are realizing their ideal. But they are withdrawing from the function of heredity the best women of the age, who are leaving no posterity behind them."

The author thinks the courses in women's colleges have been too closely patterned after those of institutions for men.

He insists that the women's colleges are maintained for the direct benefit of a small minority, the peculiarly gifted—the future authors, musicians, painters and teachers—while the majority pursue the identical courses, with no specific modification looking to their actual destiny—wifehood and motherhood.

Mr. Felter would have the main aim of study for girls in high schools and colleges "the cultivation of health. Healthfulness and holiness are synonymous." Mathematics, which he considers a severe strain on the average girl or woman if she does it well, he would teach only in its rudiments. Some household chemistry he recommends, with elementary physics, largely descriptive. A little physical geography, geology, astronomy and botany would be included, while zoology and morphology are emphasized, sociology and political economy should find their place, and art in all its forms should not be overlooked. Mr. Felter suspends judgment on the elimination of ancient tongues, but urges abundant study of English and other modern languages, especially conversation. He adds pedagogy, child study and nursing.

Results of various compilations are given to show that a much smaller percentage of college women than of others marry, but that at least 55 per cent even of college women do so. The rate of marriage among them he finds to be decreasing, the age of marriage becoming later. Upon the birth rate he has no doubt that college education has had a depressing effect.

Daisy Lee Worthington of Vassar College replies to Mr. Felter in the November number of the *Review*. Her argument is, in effect, that, if it be true that women are intellectually and physically inferior to men, it is training and suppression which have made them so, and to propose differences in college education of men and women is to threaten the progress of woman toward her natural equality. The champion of existing curricula asserts that segregation was resorted to at Chicago "because the women outstripped the men."

OF CURRENT INTEREST

SOME QUEER SCHOOLS.

There are some very strange educational establishments open at the present day. Miss Alice Boutelle and Mr. Wanmaker opened a school for cash boys in America some little time ago. According to a prospectus issued by them, pupils, who must not be under fourteen years of age, are taught arithmetic in everyday use, bookkeeping, penmanship and the quick handling and counting of money. Many of the boys who have attended the school are now earning good wages as cashiers in some of the largest stores in New York and Chicago.

It is proposed to open in London a school for nursemaids, where girls over sixteen years of age may be given lessons in the management of infants, preparing of children's food, plain sewing, laundry work, and taught the kindergarten system of education. Such an institution already exists in Berlin. It was founded two years ago by a clergyman, and is in connection with a foundling hospital. The growing girls of this establishment are taught to become competent housemaids, and positions are found for them in the houses of the best families in Germany.

Russia possesses a school for policemen, where young men are trained for the force. The school is situated in St. Petersburg, and in a museum connected thereto the pupils make themselves familiar with jimmies, drills, chisels and other tools used by professional thieves. A particular branch of the school is the Russian passport system, which every budding policeman has to study in detail.

A remarkable educational establishment is the school for judges opened recently in Paris. Here make-believe trials are held by pupils under the supervision of well-known attorneys. The whole procedure, from the issuing of a warrant for arrest to the summing up and the judge's verdict, is carried through in a businesslike manner.

At Monte Carlo there is a school of croupiers. It is held during the six summer months in the club room of the Tir aux Pigeons and the Salle d'Escrime, in the Casino building. Here are tables similar to those in the Casino gaming room, and each pupil in turn takes the role of croupier, while others personate players and stake money over a table. At a given instant the croupier must calculate and pay out the winning stakes. There are usually between forty and fifty pupils in this school, and a six months' course is generally sufficient to turn them into finished croupiers.

A very odd educational establishment is the school for grave-diggers in Belgium. It was founded by the directors of the Great Evere Cemetery, and all candidates for posts as sextons in Belgium must undergo training in the school and pass an examination.

There are several schools of housewifery in England, the principal of which is connected with the National Training School of Cookery in London. Every branch of household management is taught at this school; the keeping of accounts, the principles of domestic sanitation and a certain amount of sick training being included.

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TRAINING OF DIPLOMATS.

Although English and German universities have long provided specialized courses of instruction for the young men of those countries who are destined for the diplomatic service, in America we have had no such opportunities, principally because there has been little demand for such a departure. The diplomatic service as a career is entirely unknown on this side of the water. The policy of our government in the past has been to select representative American citizens for the important European posts, and this policy has worked out with success in almost every instance.

The institution at Columbia Univer-

sity of a department of diplomatic training will be regarded with interest chiefly because of the attitude of students toward it. While it is not intended to impart the full training necessary for those who represent the government abroad, it is quite reasonable to assume that carefully selected curricula will add materially to natural equipment for missions of state. Unless there is a very radical change in our diplomatic system, however, it will not offer an attractive "career" to the young men who must depend upon the salaries paid for their living. In fact, the most desirable posts, such as those at St. James, St. Petersburg, Berlin and other European capitals, have salaries attached to them that are entirely inadequate for the ambassadorial living expenses. Only wealthy men can afford to take these positions, so that if the young men who graduate from the Columbia course of training desire to progress in the diplomatic service they must have outside help or give up all idea of holding the more important missions.

Another interesting feature about the Columbia experiment is the attitude of the government toward it. There is no way of extending official recognition to this one institution and the federal administration is under no obligation to favor its graduates in the matter of appointments or advancement. It is true that the tendency of the Roosevelt administration is to promote from less important to more important posts, and from the consular to the diplomatic. Yet a succeeding president may change this whole arrangement unless the Roosevelt policy is perpetuated by congressional action.

There is a tendency in some quarters to treat the diplomatic service as something of an expensive joke. The day of the diplomat is passing, as diplomats were considered in the years before railroads and telegraphs. It is now possible for nearly all our ambassadors and ministers to keep in close touch with their government, and seldom do occasions arise for individual action without consultation with the President or the *Secretary of State*. Even a President

sailing on the high seas is now in constant communication with the members of his cabinet. This means that the diplomat having resigned his most important responsibilities has become more of a mere social representative of his country. Perhaps, after all, that is his chief function, and this should be recognized in any course of study looking toward diplomatic training.



SEGREGATION.

The segregation of students is in the experimental stage in a number of the big educational institutions of the country, and while there is some substantial criticism from high authority and some mild rebellion by students, the authorities seem determined to give the system a fair trial.

At Northwestern University the policy of segregation which heretofore was the rule in chapel services and social diversions has been extended even to students' boarding houses. The Evanston "coeds" are not even permitted to receive roses or chocolates from men students, and the ukase is issued that there must be no callers after 9:30 p. m., no moonlight strolls without a chaperon, and no after-theater luncheons or cab rides from the railroad station to their homes.

Reports of the average standards of scholarship when segregation prevails will be watched with interest, and it is hoped that exact reports will be made, as their comparison with similar reports from institutions where there is no segregation will do much to determine the wisdom of the policy.

There is a wide diversity of opinion as to the propriety of extending segregation into the social life of students. Even where class work is divided it is a disputed point as to whether segregation has any benefits beyond the hours devoted to study.

In Oberlin and institutions of that class, where all classes of students are in evidence, the authorities declare that segregation has few if any advantages. At the University of Chicago there have been reports of decreased attendance by

"coeds," but the experiment in Chicago has not had time for definite results.

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SHALL FOOTBALL STAY?

The discussions regarding the game of football which had influence in modifying materially the playing rules were attended by certain considerations altogether aside from the question of brutality upon the field. A year's experience has led to a feeling that the game as now played is much safer than under the old rules, the number of severe accidents having been greatly reduced. But there is another phase of the subject which is now attracting attention. It is connected with the spirit of the game so far as the contestants are concerned.

The alumni of the University of Michigan, at their annual smoker, expressed their earnest desire that a game be played between the elevens representing Michigan and Chicago. No game was permitted in 1906 because the feeling between the two had become so bitter that it was felt by the authorities in charge of the educational policy of the institutions that it was time to put an end to such a state of affairs. Columbia University suppressed the game entirely and Northwestern refused to permit intercollegiate contests. The number of games permitted to members of the western college organization was limited to five, and there was a marked determination to make football take a less conspicuous place in the college world.

Now Harvard and Yale are talking of severing relationships, and the president of the former university is quoted as saying that he does not think it would be much of a loss. On the other hand, crowds of Columbia students have been parading the streets in the vicinity of the university crying in unison, "We want football!" in measured cadence as they marched along. And out west the conference which regulates the game is reported to be planning to increase the limit of five games to seven or eight. It is clear from these varying views of students and educators that there is no satisfactory understanding as yet on certain moral phases of the sport called football. Until such an understanding is

reached there ought to be no step backward.

Director Stagg takes sharp issue with President Eliot's theory that tennis and rowing are the only sports in which honorable play is practiced, and that, therefore, it would do no harm to have football, baseball, basketball, and hockey forbidden. He believes that hard play develops character, but is always insistent upon clean and honorable sportsmanship. Without healthy sport there would be a tendency to deterioration of young men which would have a marked effect on the race. The two views represent the extremes of belief, and they indicate that those who have given their lives to work in college circles are by no means agreed even upon essentials. In other words, while the year that has just closed has seen notable improvements in the morale of football, it is an open question whether there should be anything in the way of radical change allowed without another season's experience. The world would go on just the same whether Harvard played Yale or Michigan Chicago. Another year of absence of the latter game might be as valuable in clearing up the atmosphere as would be a break between the former. What is most needed is the definite relegation of college sport to its rightful place as entirely subordinate to the educational curriculum.

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COLLEGE ATHLETICS AND GATE MONEY.

At Harvard it is proposed to alter athletic conditions in the university so that general participation in athletics shall be increased.

There, as at most colleges, a few men train in the teams and the rest of the men, a reform will be begun which every institution, the athletic field, provided at big expense for exercise, is closed for weeks together to all the students except the football eleven and its substitutes in the fall and to the baseball team and its substitutes in the spring.

The University of Pennsylvania has begun a most useful practice in requiring exercise of all students. But what is needed in our colleges is a wider participation in all the work of games. This will never take place while the team sys-

tem concentrates attention on a few men who are absorbing all the care of the trainer and all the apparatus at the command of the college.

If the proposal now made at Harvard, strongly urged in the college newspaper, and widely discussed, is carried out, that the stadium, or athletic field, shall be absolutely free at all games to all Harvard men, a reform will be begun which every college will be forced to follow.

At English universities the great body of students sharing in all the athletic work going on and training for inter-university contests is a mere incident. At our colleges the reverse is true. What is needed is for the colleges to recognize the importance of general athletics, to take charge of the entire subject at the cost of the college, and instead of allowing an athletic committee and a few teams to monopolize physical training to provide trainers at the college expense and see that, like other instructors employed by the college, they teach every one who desires to be taught, instead of being used only for a few dozen men.

The recommendations by President Butler of Columbia University as to the conduct of athletics in that institution are accompanied by an opinion that gate receipts are undesirable, but that no practical means of dispensing with them has yet been discovered.

Probably that is a view that will be accepted—reluctantly as to the last clause—by nearly all college administrators whose pupils are addicted to athletic contests. And the view is entirely reasonable so long as the contests receive the attention now generally given to them and are carried to the present lengths. It is quite impracticable to meet the heavy expenses involved without taking the money which tens of thousands of eager spectators are very glad to pay. It is true that there is one institution with a very creditable record in the chief sorts of athletics the students of which do not resort to this source of income—the Military Academy at West Point. But the conditions there are different from those in any other institution. Strict discipline and great powers *in the administration* are the rule. The

sentiment of the cadet body is not so much considered, and the cadets do implicitly what their superior officers think is best for them. The number of the students is relatively small; public contests are not frequent. Moreover, the students are under constant and thorough physical training, and the athletic contests are a minor element in the scheme of such training.

How far it would be possible in our larger colleges to bring the general scheme near to that of West Point in this regard it is not easy to say. At present the public contests are the objective toward which most of the physical training tends; they provide the incentive for the work, the self-denial, the discipline, and the concentration of sustained effort that are necessary. Inevitably the benefits are limited, for the most part, to those students who wish to enter the competition and are able to make some satisfactory progress in it. This number is often considerable, and in some colleges is large. But it is generally agreed, we think, that the present system does not secure physical development to as great a degree or of as satisfactory a character as is desirable. It is really of more importance that 100 students shall attain sound bodies that will remain fairly sound after they leave college than that twenty of them shall be superior in strength, weight, and skill to any equal number from rival colleges. In a system fairly adapted to this end spectacular public contests, heavy expenditures, and heavy gate receipts will, perhaps, play less part than at present.

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THE HONOR SYSTEM AT STANFORD UNIVERSITY.

Early in the present academic year a new scheme for the administration of Encina Hall, the big Stanford dormitory, was put into operation. The new plan of student government has made good and is expected to prove a thoroughly satisfactory settlement of a problem that for several years has vexed university authorities.

The government of the dormitory life at Encina is now in the hands of the students who live in the hall. In a word,

the Encina Hall men, organized as the Encina Club, govern the building as though it were their own clubhouse. In the first week or two of the term there were several stormy meetings, as the result of which, largely due to Professor A. H. Suzzallo of the Stanford faculty, himself an ex-Encina man, a definite scheme was formulated.

The details of the organization are as follows: The residents of the hall constitute the membership of the Encina Club and the dormitory is their clubhouse. There is a house committee, composed of the club president, ex-officio chairman of the governing committee, and three members from each of the two upper classes. The members of the committee are elected by the sophomore, junior and seniors in Encina, freshmen having no vote.

Before the organization could be effected it was necessary to secure the sanction of the student affairs committee of the university. This was readily obtained, and for six weeks the new scheme has been in operation. There are no written rules, the entire regulation of the hall being under the honor system. In case the unwritten code is violated the offender is quietly notified by a member of the governing committee that he must mend his ways. The warning, representing a strong common feeling, is expected to be sufficient, but power of expulsion from the club rests with the committee as a final resource. Faculty and students unite in praising the operation of Stanford's application of the "honor system" idea in student government. It bids fair to be a complete success.

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SELECTION OF RHODES SCHOLARS.

President Eliot, chairman of the Massachusetts committee of selection representing the Rhodes Scholarship Trust, has received from the trustees of the fund an announcement concerning the selection of a scholar from Massachusetts for the three-year term beginning in October, 1907. Examinations will be held in the following subjects: Translations from Latin into English, Latin prose, Latin grammar,

translation from Greek into English, Greek grammar, arithmetic, algebra and geometry. The last two subjects are alternative. The requirements in these subjects are identical with the requirements for responsions, which are the first public examination which an Oxford student undergoes.

A candidate who passes the qualifying examinations will be excused from responsions at Oxford, whether he subsequently enters the university as a Rhodes scholar or on his own resources. The examination papers are transmitted to Oxford under seal, and are marked there. The results are then certified to the committee on selection, which then proceeds to the election of a scholar from among the qualified candidates.

In all states of the United States other than Massachusetts, a candidate must have passed in at least two years' work at a recognized degree-granting university or college, before the end of this current academic year. Massachusetts is allowed the unique privilege of presenting candidates directly from the secondary schools as well as from colleges.

Candidates throughout the United States possessing the university or college qualification may elect whether they will apply for the scholarship of the State or Territory in which they have acquired their educational qualification, or for that of the State or Territory in which they have their ordinary residence. The candidates may pass the qualifying examinations at any centre, but they must be prepared to present themselves before election to the committee in the State or Territory they select. No candidate may compete in more than one State or Territory.

In accordance with the wish expressed by Mr. Rhodes in his will, regard will be had, in the election of a student to a scholarship, to: the candidate's literary and scholastic attainments, his fondness for and success in manly outdoor sports, such as cricket, football and the like, his qualities of manhood, truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness and fellowship, and finally for his exhibition during schooldays of moral

force of character, and of instincts to lead and to take an interest in his school-mates.

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THE GIFT HORSE'S MOUTH.

The old proverb, which has been repeated over and over again in literature since the fourth century at least, is recalled by some recent criticisms directed against gifts made by Andrew Carnegie. It has not been long since strong statements were made in Scotland to the effect that the large endowment for the assistance of students in the universities of that country has had a pauperizing effect, tending to weaken the sense of independence and the earnestness of purpose of Scotch seekers after education.

About the same time it was announced that the municipal authorities of Pittsburgh had found the burden of supporting the Carnegie institutions there so great that the founder has been appealed to to provide an endowment fund of several millions to furnish the running expenses. The appeal was heeded in that instance and the care of the important enterprises assured. In the case of a library gift to a community the ironmaster has been accustomed to make it a requirement that a site be furnished and a maintenance fund provided by the local authorities. But there is evidence that in some places the first flush of enthusiasm over the idea of a nice public building has been followed by discontent, as running expenses have proved heavy and the prospect of indefinite continuance of the burden has begun to be realized. It seemed so easy to secure the funds for the library building out of the millionaire's bulky pocket-book that the other feature failed to have the attention it demanded.

A present of a building has its drawbacks. University authorities have found this out by a study of the budget for running expenses and repairs. Some of them have laid down a firm rule not to accept a building as a gift unless there is an allowance sufficient to provide a steady income to meet janitor's salary and other permanent expenses of maintenance. The good old days when a man could give £400 and have a college *named after him* are past. The most im-

portant question nowadays is not, How may a building be secured? but rather, Where is the money to come from which will be required next year and the year after and so on for half a century, perhaps, to keep the building in usable condition?

A few weeks ago friends of Princeton rejoiced in the gift of a lake, the one thing needed to complete the charms of that seat of learning. Now comes the unsentimental superintendent of the Delaware and Hudson canal, who says that the level of the lake is three feet higher than that of the canal, and that the trouble which comes with every freshet will be vastly increased by the overflow of the lake. To protect the older interests of the canal he threatens to drain the lake, which he calls a real estate scheme to enhance values of land. The donor is said to have fallen prey to the schemes of land speculators. This is but another illustration of the criticism which often attends the gifts of wealthy men. Mr. Carnegie has had his full share of such criticism, but it does not appear to have soured his disposition or made him any the less willing to hear appeals from those who see a way to use some of his surplus.

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THE COLLEGE YOUTH.

The most irresponsible genius on earth is the college boy. From the cut of his clothes to the trend of his morals, he is a law unto himself. Free for the first time from parental restraint; with a super-sufficiency of both time and money; with an amount of work to perform generally in inverse ratio to the amount of money he has to spend; it is little wonder that he frequently does so little that he ought to do and persists in doing so much that he ought not.

A tailor whose shop is located near a great Eastern university, and one of the best in the world, by the way, is authority for the statement that the college boy is the worst dressed individual in the world. When pressed for a reason for the faith within him he made this answer: "Because the college boy goes in for such exaggerations. Instead of following a new fashion with restraint he

seizes upon it and enlarges on it until on his figure an attractive garment becomes a caricature. Look at those boys. Notice their shoes—soles an inch thick and extensions all out of proportion. Take notice of their coats, their trousers, their overcoats, their waistcoats—all overdone, all burlesques of the real fashion. The college boy is not content to wear the perfect thing. It is not obtrusive enough for him. If he were simply and quietly dressed he is afraid no one would know he was a college man, so he takes every feature and exaggerates it. If broad shoulders are fashionable his will scarcely let him through a doorway; if long coats are the style his comes below his knees; if loose trousers are the thing he has his made the size of a barrel. So, on account of his tendency to distort everything, I call the college student the worst dressed young man in America."

In this case, the old rule that the apparel proclaims the man, finds complete vindication. The exaggerations in dress furnish a key to the whole situation. In whatever he undertakes the collegian is equally positive. Loud in dress, he is vociferous on the streets and in the theater. His lungs do a joint service with his clothes in heralding him.

But for the most part his other disagreeable features wear off with his clothes. Sound at heart, the college youth later in life is nearly always ashamed for much of his college career and lives ever after to make amends to a long-suffering public. When he sees other generations of collegians as he himself was once seen, he renews his vow to the "safe and sane" and does his best to give a correct imitation of what he wishes someone had compelled him to be in the heyday of his college career.

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GROWTH OF ASSIUT TRAINING COLLEGE.

The Assiut Training College at Assiut, Egypt, has now outgrown its accommodations, and proposes to establish a new plant, on a more spacious and favorable location. The land has been bought, and a fine location secured, outside the city, adjoining the water works connected with the Assiut dam across

the Nile. The authorities are planning for the erection of buildings. An American architect has been sent out to draft plans, which are to follow for expansion in future, as funds become available, the present supply only permitting the erection of a few buildings. One very urgent need is a building for social and religious purposes, embodying something of the features of the Y. M. C. A. reading room, and literary club ideas.

This institution has a very wide influence in Egypt, and a national educational opportunity which it is seeking to improve. It has strong commendations from Lord Cromer, Mr. Penfield, the late consul-general of the United States; the deputy postmaster general, the inspector of the Egyptian telegraph service and the Egyptian governor of the province of Assiut. These testimonials indicate the entire local approval of the work and the vast influence of the college.

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PROPOSED NEW MUSIC BUILDING AT HARVARD.

The music department at Harvard has sent out a circular to persons interested in music in the university, stating the plans for the new building which it is proposed to erect at once and calling for funds for the new structure, the cost of which it is estimated will be \$100,000. It is proposed that the new building, or one of the halls in it, shall be a memorial to the late Professor J. K. Paine, who founded the Music Department. The new building is to be to the musical life of the university what Phillips Brooks House is to its religious life, namely, a meeting place and a centre of inspiration and work for all who are interested in music. It is proposed to construct a building to be used by the Department of Music, and also by all the musical societies of the university. The plans for such a building were carefully worked out by architects, under the direction of Professor Paine before his death. These plans have been revised by the architects and the musical directors of the university. The main features of the structure are these: A hall capable of seating five hundred, for chamber concerts, lectures, organ recitals and concerts by the uni-

versity musical organizations; a smaller hall to seat 250, for rehearsals and lectures; seven smaller rooms for class work and for the use of the musical clubs, such as the mandolin and banjo clubs. The combined use of the building by the department of music and the musical societies can be easily arranged, for all the work of instruction is to be done in the morning or early afternoon, the building being thus left free for the use of the musical societies in the late afternoon and the evening. There will also be a large social living-room for the use of all who are interested in music, a large room for the musical library, and two rooms for the use of the professors of music.

In the year 1906-7 eight courses were offered by the musical department, with a registration in each, as follows: Harmony, 50; counterpoint, 15; vocal counterpoint, 6; history of music, 85; musical form, 16; canon and fugue, 13; instrumentation, 15; free composition, 10. The total registration in all the courses is 210. This number offers a strong contrast to the 41 students who took the courses in this department in the year 1894-5. The largest registration in any year was in 1903-4, when it was 227.

Harvard was the first university in this country to recognize music as being part of a liberal education, and to allow music to be presented as a study counting for credit at the entrance examinations, and this year such an examination was taken by seventeen students.

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PHYSICAL CULTURE AND ATHLETICS.

Athletics have been considered from almost every point of view during the last twelve months, college authorities everywhere having been active in attempts to regulate the evils which have grown up around competitive sports. In some places the theory has been advocated that it is an educational question, and the West has seen a deliberate agreement of ruling bodies of Chicago, Michigan and Wisconsin universities not to permit any contests between teams rep-

resenting their institutions until the feeling of bitterness which formerly marked such contests has given way to a cordial desire for friendly rivalry. For college presidents and professors to spend their time in talking "football," and "eligibility requirements," and in discussions whether five games or seven should be played in a given season, has not been particularly edifying.

But all this is the result of making athletics an end instead of keeping physical culture in its proper place as a means. It is notable that the men and women who have charge of this form of instruction are themselves anxious to emphasize their own feeling about the matter. The splendidly equipped gymnasiums which many of the colleges have were not built in order to make a score of students gladiators to fight in the arena. They were provided with the idea of caring for the physical well being of all the students. The one who can kick a goal from the field or run a short "dash" in record time gets into the limelight. The thousand others who take exercise under direction regularly each day, with the definite purpose of keeping the body in good condition while the mind is being trained, are unheard of through the papers.

The chances are that a good deal of the adverse criticism which has been directed against schools and colleges for excessive zeal in athletics would be substantially modified if the critics knew more about the work in physical culture as distinct from athletics. The institutions are already doing a large amount of quiet and effective work for the physical betterment of the race. The instructors are intelligent and skilled men and women, and their sanity is suggested by this midwinter appeal for the recognition of the value of their work as an important accompaniment of daily student life. The athlete becomes well known because of his particular prowess, but the rest of the students are not neglected because of the publicity and profit which attend participation in intercollegiate contests.

GENERAL COLLEGE NEWS

Columbia University and Barnard College will ultimately receive large sums of money, under the terms of the will of Mrs. Annie P. Burgess, and will each immediately receive the sum of \$10,000. Upon the death of Dr. Burgess each will receive a one-third share of the residuary estate. Mrs. Burgess was the wife of Dr. Daniel Maynard Burgess. She died on Dec. 16, leaving a large estate. The direct bequests foot up in the neighborhood of \$125,000. To Columbia University is given \$10,000 for the foundation of two scholarships of \$5,000 each, one to be known as the Dr. Daniel M. Burgess Scholarship and the other as the Anna P. Burgess Scholarship, the annual income from which is to be used to defray the tuition and expenses each year of two worthy and deserving young men. To Barnard College is bequeathed \$10,000 for the establishment of two scholarships of \$5,000 each, to be known as the Charles E. Bogert Memorial Scholarship and the Anna Shippen Young Bogert Memorial Scholarship. Mrs. Burgess leaves her entire residuary estate in trust for the benefit of her husband during his lifetime. Upon his demise it is to be divided into three equal parts, one of which is to go to Columbia University, one to Barnard College and the third to Hamilton College.



The board of trustees of Hobart College, Geneva, N. Y., has accepted the proposition of William Smith to found a woman's college in connection with Hobart. The name of the new college will be the William Smith College for Women, and it will have an endowment of about \$350,000. The fund, however, may be used for Hobart at the discretion of the trustees. The new college will have five members on the board of trustees, two of whom must be women. Two new buildings will be erected, a dormitory, and a biological and psychological laboratory, to be known as the William Smith Hall of Science. The new

college will be under the general supervision of the trustees and in charge of a warden. The first warden will be Milton H. Turk, head of the English department. It is expected that work on the buildings will be begun in the spring of 1907, and that the college will open its doors the following fall.



The University of Illinois will found a veterinary college in Chicago in the near future. The new college will be financed by the packing interests of Chicago and the purpose of the school will be to provide competent inspectors for Union stock yards and other great abattoirs for this country and Europe. The packers have offered President Edmund J. James of the University of Illinois \$250,000 for the first buildings of the college, a complete equipment, to be chosen by the faculty of the institution, and a ninety-nine year lease of land which will be of sufficient area to provide for the growth of the new school for at least 100 years. Students at the new veterinary college will be given the freedom of the stock yards at all times and diseased cattle will be furnished them free of charge for experimentation. Practical training in inspection of diseased animals will form one of the courses, and the transfer of diseases from animals of one species to those of another will form one of the first problems for the department of original research. The new institution for the training of "expert inspectors" is the direct result of a report made to the German government by the German expert, Egbert Osterhof, who reported to the Kaiser's authorities a short time ago that the inspection as at present conducted at the stock yards was faulty owing to the lack of trained men in America for this work. Expert Osterhof made it very clear that it was the fault neither of the government nor of the packer. He laid the blame on American educational in-

stitutions for neglecting to provide trained men for just such positions.

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The will of Dr. Divie Bethune McCartee, who was interpreter with the expedition led by Commodore Perry to Japan fifty years ago, was probated in New York last month. Dr. McCartee's widow receives all his estate, except his library on Chinese and Japanese literature and his medals, decorations, swords and testimonials, which go to the University of Pennsylvania. The gifts include the decoration of the Rising Sun, received by Dr. McCartee from the emperor of Japan; a gold medal presented him by the Marquis Ito, and a sword given him by Takahashi, a pupil of the Tokio Dai Gaku. Dr. McCartee remained in Japan after the treaty was negotiated and practised medicine there.

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A negro college, the first in Indiana, will open for pupils on March 1st at Princeton, Ind. The officers of the college are Dr. R. L. Anthony, President; Dr. D. M. Turner, Vice President and Traveling Representative, and Prof. H. F. Smith, Secretary and Treasurer. The college will maintain an industrial and normal department. Prof. R. L. Anthony will have charge of oratory and higher mathematics; Dr. Kelly, of Boston, will have charge of the literary department, and has been selected as general manager of the institution until next June.

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Mrs. Alexander McClennan, who was Miss Rosa Harbison, daughter of J. J. Harbison, of Louisville, Ky., has given between \$13,000 and \$14,000 for the purpose of completing the chapel in the Presbyterian Theological Seminary, now being erected in Louisville. It is expected that when the structure is completed it will represent an outlay of \$200,000 and will be one of the finest in the country.

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Principal Gordon of Queen's University, Adkinstown, Ont., announced recently that Andrew Carnegie has promised \$100,000 to Queen's University en-

dowment fund to complete the half million, when the \$400,000 required has been subscribed.

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Announcement has been made of what is practically a \$50,000 present to the Northwestern University by William R. Porter, of Washington, D. C., the only condition being that 4 per cent interest shall be paid annually to the donor's three daughters, Elizabeth Deering Porter, France Rebecca Porter and Abby Barbon Porter Henke. The university in accepting the conditions agrees to pay 4 per cent per annum and to insure the principal and interest puts in trust four lots in Evanston. The interest is to be paid to the three children of William Porter or their heirs until such a time as there are no heirs at which time the entire property and what interest is unpaid will revert to the university.

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Theodore Harris, who has offered to give \$100,000 for a new Baptist University at Louisville, Ky., provided that part of it be used for educational purposes, has promised to the Southern Baptist Theological Seminary, of which the Rev. E. Y. Mullins is President, an additional \$60,000. The gift will be consummated shortly, and will enable the seminary to take a big step ahead.

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Andrew Carnegie has donated \$50,000 to the library fund of Washburn College at Topeka, Kan., on condition that \$150,000 additional be raised.

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Chancellor Henry M. McCracken, of New York University announced in the closing ceremonies before the Christmas vacation that the university had acquired the title only a few hours before to the Schwab farm of fifteen acres, which adjoins the south line of the university grounds. This farm, the chancellor announced, has been bought by friends of the university and presented to that institution, free of incumbrance, as a Christmas gift. The value of the gift is in the neighborhood of \$300,000. It is generally supposed that the gift was from Mrs. Russell Sage.

Bowdoin College is in receipt of the sum of \$2,500—to be raised to \$5,000—the income of which is to found a lectureship, in some subjects as yet undetermined, in honor of the late Mrs. Annie Talbot Cole, wife of Rev. Samuel Valentine Cole, principal of Wheaton Seminary, a graduate of Bowdoin in '74 and a trustee of the college.

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Andrew Carnegie, having been informed by Mayor George W. Guthrie that Pittsburg taxpayers object to paying the running expenses of the \$6,000,000 Carnegie Institute, will endow it with \$5,000,000. The expense connected with the running of the Carnegie Institute has been growing rapidly ever since the building was first erected. The original cost was \$40,000 a year. Last year the appropriation was \$200,000 and it was pared down considerably from the estimate submitted by W. N. Frew. Now the institute, which is being virtually rebuilt, will be three times as large as it was before and the expense of running it will be greater. When Mr. Carnegie tendered a library building to the city he proposed to construct it on a site to be provided by the city providing the city entered into a contract with him to appropriate \$40,000 annually for its maintenance. The departments added to the library and which are the cause of most of the expense were not contemplated in the original gift. The city is willing to bear the running expenses of the library, but Mr. Carnegie will support the other departments.

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The 100th anniversary of the founding of Vincennes University, Vincennes, Ind., by the United States government was observed on December 6th. Governor Hanly delivered the centennial address. Dr. Horace Ellis, president of the university, delivered an original centennial ode composed by Dr. Hubbard M. Smith. President William Lowe Bryan of Indiana University also spoke.

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A gift of \$50,000 from Andrew Carnegie is announced by President George C. Chase, of Bates College, Lewiston,

Me. Mr. Carnegie's offer of this amount stipulated that friends of the institution should subscribe \$100,000. This amount was obtained and Mr. Carnegie forwarded a check for \$50,000 as soon as notified of the completion of the required sum.

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In a bulletin issued by Purdue University under the head, "A Statement to the Medical Profession and Friends of Education," there is stated what favors will be sought by the university from the next general assembly. It says:

"Purdue University will ask the next General Assembly to grant her the formal right to conduct a complete medical department in Indianapolis. She will ask the state to accept a self-supporting medical college, with a strong faculty, a large student body, an honorable history of forty years and an alumni body approaching three thousand in number, most of whom are now practitioners in Indiana. She will ask the state to accept as a gift, property worth one hundred thousand dollars, without incumbrance. She will ask the state to accept a medical school which is expending annually twenty-five thousand dollars for medical education." The bulletin is signed by all the members of the faculty of the Purdue School of medicine, who have pledged their aid.

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The Harvard College Library has just received a complete set, 635 numbers, of the Spectator, published in the early part of the eighteenth century. Before the set which Harvard has acquired was discovered it was thought that no complete set existed. Of the first series, the Harvard Library, the Bodleian Library at Oxford University, and the British Museum had complete sets, but no complete file of the second series was known. For years the British Museum has offered a large sum for such a set, but search for it was fruitless. It was by chance that Harvard stumbled across the complete set. It had belonged to a Mr. Bement, of Philadelphia, and along with a part of his collection was turned over to Rosenbach & Co. for sale. This firm deals in pictures and was unaware of the value of the vol-

umes. The set was listed in their catalogue at \$500 and was discovered there by W. R. Castle, instructor in English, and Glidden Osborne, the Harvard football player, who is a collector of rare volumes. They called attention to the find, and without delay \$500 was sent to Philadelphia, and the books came to Cambridge. The set is worth many times what the college paid for it, besides being one of the biggest literary discoveries of recent years. To add to the value of the collection the binding was done by Reviere.



John D. Rockefeller has sent word to the Board of Foreign Missions of the United Presbyterian Church, whose headquarters are in Philadelphia, that he would give \$100,000 toward educational work in Egypt and the Soudan. Part of the money will go for a college for young men and part for a school for girls. It was nearly six months ago that the board called Mr. Rockefeller's attention to the increasing demands of young men and women to the Soudan for education and Western knowledge. Rev. Dr. C. R. Watson, for the board, said: "The greater part of the gift will go for new buildings for Assiut College. This college is about four hundred miles up the Nile and now has about seven hundred students. The college has outgrown its quarters. A site has been secured at Assiut and Mr. Rockefeller's gift will make it possible to erect suitable buildings there."



The College of Physicians of Philadelphia received a Christmas present from Andrew Carnegie of a \$100,000 donation to help build a home and library. The offer is contingent upon the college being able to raise a like sum, of which \$80,000 has already been subscribed.



Yale University soon will come into possession of an unrestricted legacy amounting to \$100,000, the residuary estate of Dr. Ebenezer B. Belden, of New York, who was a member of the class of 1841. The property was left with a life interest to Dr. Belden's sister. By her

death recently it falls to Yale. It consists of personal property and of real estate in New York. Dr. Belden died in 1888.



At the meeting of the trustees of the Princeton University gifts were announced as follows: For committee of fifty fund, \$5,182; for purchase of books, \$1,285.96; for department of astronomy, \$300; for endowment account of the Isabella McCosh Infirmary from the estate of Mrs. T. C. Hunt, \$1,000; for endowment account of the historical seminary, from Mrs. M. Taylor Pyne, \$1,000.



The centennial of the birth of General Robert E. Lee will be celebrated on January 19th, by Washington and Lee University at Lexington, of which he was president for five years before his death. Graduates of the university and prominent men from the North and the South have been invited. Charles Francis Adams of Massachusetts will deliver the principal address, and there will be a banquet in the evening. All visitors will be entertained by the citizens of Lexington. It is intended to make the commemoration emphasize the fact that General Lee chose after the war to devote his life to education.



Lake Forest College is assured of the new science hall, promised conditionally by Andrew Carnegie. A number of the trustees and friends of the school have guaranteed the endowment fund of \$30,000 required by Mr. Carnegie as a condition to his gift of a like sum. The assurance that the science hall will be built in 1907 also means that Mrs. T. B. Blackstone will present the institution with another dormitory to cost \$22,000. In addition it is hoped that Calvin Durand will erect a commons at a cost of \$22,000.



Ex-Governor A. J. Seay has donated \$5,000 to Kingfisher College, Kingfisher, Okla. The money is to be used in constructing a home for the industrial department of the institution. The department will provide poor students with work to assist in maintaining themselves

in college, at the same time giving them an opportunity to learn a trade.

Announcement has been made by President Charles F. Thwing that gifts of \$100,000 each were made to Western Reserve University, Cleveland, O., by H. M. Hanna and Colonel Oliver H. Payne. The \$200,000 thus subscribed is to be used in establishing and endowing a laboratory of experimental medicine in the medical school of Western Reserve. A professorship of experimental medicine was created at the meeting of trustees of the university, and Professor Charles N. Stewart of the University of Chicago was elected to the chair, the first of its kind, it is said, to be created in this country. Gifts and endowments received by Western Reserve University in the last six months, including the \$200,000 received in the Hanna and Payne endowment, aggregate about a half-million dollars.

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George M. Carrothers, of Findlay, Ohio, has presented to the Findlay College trustees his home for a residence for the college president. Mr. Carrothers has been an ardent supporter of the college since its founding and has had three children graduate there.

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Announcement is made of a gift of \$110,000, which is to defray the entire expense of the construction and equipment of a new home for Marquette College to be erected in Milwaukee. The donors are Mr. and Mrs. Robert A. Johnston of Milwaukee, in conjunction with their son, Rev. Robert Story Johnston, S. J., of Florissant, Mo. The trustees of the college have offered to change the name of Marquette to Johnston College, but the Johnstons declined the honor, preferring that the institution should continue to bear the name of the famous missionary.

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A bequest of \$50,000 from Charles J. Jackson of Boston, in memory of the late Professor John Hemans of the Harvard Medical School, has been received to be used for the needs of the new medical school. Another of \$10,000 came

from Jacob H. Schiff, for additions to the Semitic Museum. Edward A. Harlow has given \$2,000 to be employed this year for the assistance of needy students. The Harvard Medical Alumni Association has given \$3,600 to be used for raising the salaries of some of the younger instructors. Four scholarships, drawing \$200 each, were ordered established, accountable to Edward Erwin Coolidge. His descendants and residents of Natick will be given preference in the awarding of these scholarships. Funds for a half-dozen other scholarships have also been received.

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Bluffton College, Bluffton, Ohio, received a holiday gift in the form of a check for \$1,500 from Mrs. Katharine Hirschler, of Summerfield, Ill., to go to the endowment fund.

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President Shanklin, who is working for a largely increased endowment for Upper Iowa University, Fayette, Iowa, has announced that Andrew Carnegie will give the last \$30,000 of the \$150,000 to be secured. This will make Mr. Carnegie's gift to the institution \$56,550.

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By a final vote of 131 to 26 the Alabama conference, in session at Eufaula, has adopted the report recommending the consolidation of the four conference colleges in Alabama into two, the one for boys at Birmingham and the one for girls at Montgomery.

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Rev. C. Fournier, president of the board of trustees of St. Viator's College, Kankakee, Ill., has received a check for \$32,000 from Andrew Carnegie to cover half of the net losses sustained in last February's fire, which practically destroyed the buildings of the institution. This was in accordance with Mr. Carnegie's promise to pay half of it if the trustees of the trustees, made a gift of \$2,500. the sum. Mr. Carnegie's donation, with the aid from other sources, will enable the faculty to finish three large buildings, with an expenditure of about \$300,000, and will be the beginning of the realization of a group of college build-

ings intended to be erected in the near future, the total cost of which will approximate \$800,000.

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The old Harvard Medical School, which has the assessed valuation of \$596,000, has recently been sold by the university. The building will be demolished and an office building will be erected in its place.

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A gift of \$10,000 to the William Rainey Harper Memorial Library fund has been announced by Registrar T. W. Goodspeed of the University of Chicago. The gift is made by Harold F. McCormick, who is one of the trustees of the university. In addition to the gift, two others of \$1,000 each have just been received from E. B. Butler and J. J. Glessner, both of Chicago, while a short time ago Colonel F. O. Lowden, another of the trustees, made a gift of \$2,500. The aggregate of gifts for the library, which is to cost \$1,250,000, is now \$118,000. Dr. Goodspeed also announces that

renewed interest in the memorial fund is being taken by students and alumni, and that gifts of small amounts aggregating from \$200 to \$400 are being received daily from these sources.

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Charles Harwood, of Upton, Cal., formerly a resident of Springfield, Mo., has just notified Doctor J. Edward Kirby, president of the Drury College, of a second gift of \$10,000 to the school. Only a few months ago Mr. Harwood gave Drury \$10,000. Mr. Harwood has been a trustee of Drury ever since the institution was organized, thirty-three years ago.

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Architect L. G. Hallberg, of Chicago, has prepared plans for a college to be built at Evanston, Ill., for the Swedish seminary. It will be four-story, of pressed brick and stone all around, have slate roof, hard wood finish, steam heat, all modern improvements and will cost about \$40,000.

STUDENT GOVERNMENT ASSOCIATION FOR WOMEN STUDENTS AT A CO-EDUCATIONAL INSTITUTION

For the first time, it is said, in the history of a co-educational institution, government of the young women students by an association made up of students is in force at Colorado College. Early last May the young women of Colorado College held a meeting and petitioned the faculty to grant a charter permitting self-government. As a result of the petition the faculty presented to the Student Government Association an agreement, on which was based an extended set of regulations for life of the women students at the college, and which, to the fullest possible extent, gives to the students the right to govern themselves in all affairs outside of those essentially academic. The agreement between the Student Government Association and the faculty follows:

"Whereas, The young women in residence at Colorado College desire to as-

sume individual and community responsibility for the conduct of the young women in their college life, and, whereas, it is believed that such responsibility if given to the students will make for growth in character and power, and will promote loyalty to the best interests of the college:

"The president and faculty of Colorado College do hereby authorize the Student Government Association, and do charge this association, to exercise the powers that may be committed to it with the most careful regard both for liberty and order and for the maintenance of the established policy of the college in regard to the best conditions for scholarly work and the social and religious life of the young women. This policy has been framed with the basal idea of maximum liberty and minimum restraint; of the utmost freedom to in-

dividual actions possible in community life where the highest mental and moral development, the habitual exercise of established social usages and sane religious thinking are the ends sought.

"I. To this association the president and faculty intrusts the management of all matters concerning the conduct of women students in their college life, save those that are strictly academic and those that are hereinafter withdrawn from the jurisdiction of the association.

"II. The authorities of the college reserve for themselves the right to regulate:

"(a) All athletic events and all entertainments, whether public or private, and invitations to such events and entertainments.

"(b) The place of meeting of all societies, clubs and other organizations, and the formation of all new societies, clubs and other organizations.

"(c) All matters pertaining to the health and safety of the students.

"(d) All matters pertaining to the management of the household.

"(e) All matters pertaining to the use of college property and equipment.

"III. If question arises as to whether any subject is within the jurisdiction of the association, the executive board of the association shall consult with the dean of women before any action is taken.

"IV. The authorities of the college promise to support the association in enforcing its decisions, confidently assuming that such decisions will reflect honor on the student body and command the respect of the community. The members of the association in return promise to support the authorities of the college and to co-operate with them in maintaining a high standard of life and scholarship.

"V. It shall be within the power of the authorities of the college to assume the control of all matters touching the conduct of the students should a necessity therefor arise in the future, and it shall also be in the power of the association to resign such control when in

its judgment a necessity therefor has arisen.

"VI. All legislation enacted by the Student Government Association shall be communicated in writing to the dean of women, and shall go into effect two weeks after she has notified the association that such communication has been received; provided, that during that interval the association has not been informed by her that in the judgment of the faculty said legislation exceeds the powers of the association, or that such legislation is subject to the approval of the authorities of the college.

"VII. The constitution and original rules of the Student Government Association, when they shall have been approved by the faculty, shall be appended to this document, and shall be subject to amendment only on acceptance of the proposed amendments by the faculty."

As soon as the charter was received, the women of the college elected a board of control to draw up a set of rules to be submitted to the faculty. Not a great deal was done before the close of the college, but the members of the board carried on the work all summer. The rules of Smith, Vassar, Wellesley, Bryn Mawr and several other colleges where student government has been and is being tried, were sent for, and with these as helps a set of rules were drawn up. The unique feature of the system in Colorado College is that this is the first time such a government has been tried in a co-educational institution.

The faculty and board have worked in perfect harmony throughout the perfecting of the system. It is the plan of the students to make it one of the highest honors which can come to one in college to be elected a member of the board of control. The first members of the board, eight in number, including the officers, have been appointed, and in addition there is another board made up of one member from each class and one member of each society. It is the duty of this board to report all misdemeanors on the part of the students. The executive board has power to recommend expulsion.

THE COLLEGE OF THE FUTURE

From an address by Carroll D. Wright, President of Clark University

The college of the future will present elements as different from those of the present as are those of present institutions from the college of 60 years ago. When the curriculum of Latin, Greek, mathematics, philosophy and logic, with perhaps some of the principles of chemistry and physics, and all required, it was a very easy matter relatively to adjust the work of students.

But today, with an expanded curriculum comprehending departments of knowledge not thought of in the olden-time, and yet all essential to the equipment of a man who wishes to make his way in the world, the adjustment of work is attended with great difficulty and the complications are such that a student can only take such things as he deems best suited to his own purpose.

The expansion of the period required for professional work also complicates the whole matter, and on the other side of the college the extension of the high school curriculum makes it more difficult for the college to find its exact place in educational work.

Crowded, therefore, on both sides, it will be necessary for the college to so adjust its work as not to cripple the high school and at the same time give proper opportunity for work in the professional schools, and in this adjustment the culture studies of the college must be maintained in their integrity.

The college of the future therefore offers a serious problem to educators. In the expansion of the high school curriculum, colleges have taken a position which will not be considered tenable in the future. They have dominated secondary schools, but it must be recognized, as stated by the dean of Clark University, that the establishment of the curriculum in secondary schools and the ordering of the subjects in them is pri-

marily the business of such schools themselves, to be determined with all details of method and policy, not by the wishes of the college teachers, but by the local and peculiar needs of the schools, the purpose for which they were established, and even more especially by the demands of youth.

Such things are matters for the determination of secondary schools and are more likely to be overlooked than observed in the formation of secondary schools.

The college of the future will in the very nature of things put the responsibility upon the student and make his college work his examination, and promptly and consistently drop him when he proves his inability or indisposition to do the prescribed work.

Colleges in the future will, I think, recognize this principle and be ready to co-operate with the principles of secondary schools rather than to dominate their actions. In order to carry out this principle the college must make it fairly easy to enter, while it makes it very difficult for the student to remain.

Such a system is far more just than the usual method of allowing the students to remain until the close of the freshman year without regard to their standing as students. Such a principle, too, will enable preparatory schools to avoid the necessity of fitting boys to pass examinations for admission, rather than fitting them to sustain college work.

Accompanying this method students must be admitted on certificate, with proper investigation, as to character, ability, etc., and this will relieve principals of preparatory schools from the domination of college authorities, because the result will be more complete autonomy of high schools.

In order to avoid the pressure up-

ward from the high schools and downward from the professional schools, there must be a shortening of the college term. There are different views on this subject. Noted educators do not agree, but the lengthening of the term of professional schools compels some readjustment somewhere.

President Hadley would shorten the term in secondary schools. I cannot consider this advisable, for the secondary schools are the colleges of the common people. From 90 to 95 per cent. of our youth drop out in grammar schools, the high schools are recruited from the remaining per cent. and the colleges from the small per cent. of that remainder. It would be undemocratic to take something out of the time of secondary schools for the sake of keeping up the old four-years' course in the college, or at the expense of shortening the term of the professional schools.

On the other hand, President Eliot adjusts the work to the three-year basis. At Harvard a man can take the degree of A. B. in three years, but his work must represent the same amount of attainment or power required which the A. B. taken in four years represents. And he maintains that this demand can be readily met by the student without diminishing the requirements for the baccalaureate degrees; but the minimum residence must be three years.

Would it not be well to reverse the custom at Harvard, which is for the four-years' course with opportunity to take the A. B. degree in three years, provided the requirements are met, to the custom of providing a three-year course primarily and then demand that students who are unable to meet the requirements shall remain the fourth year? I believe this latter method will work more evenly and with less friction and disturbance in the ordinary work of the college than the other method. The three-years' course, however, must, as President Eliot maintains, secure the same attainment as is secured by the four-years' course.

But there are grave difficulties attending the adjustment of a curriculum to

the three years' course. There must be, in the first place, a large and devoted faculty, the students must be industrious, there must be an elimination of wasteful methods of instruction. There must be changes in the methods of examination.

At present students have to spend from three to five weeks during the academic year in examinations. This is very largely a loss of nerve force which should be applied to the regular work, so there should be no examinations ordered resulting in the suspension of the regular college work. This can be done with the co-operation of the faculty, every member of which should be able to determine the standing of each student under his control. A professor or an instructor who cannot pass intelligently upon the standing of a student without the cram and grind of an examination, is not just the man for his place. This feature alone in the college of the future will make a great change in the attainments of the students themselves.

Then there should be freedom from the exaction and distraction of competitive athletics. There should be a prohibition of competitive games. Such games are an injustice to the large majority of students. Athletics should be conducted for their own sake, for sport and for physical training, and when they are conducted for these purposes—legitimate and laudable—they will assume their proper position in college work of the future; and it may be that athletics of some kind, properly regulated, should be required as part of the student's work in college.

Certainly a college having a three-years' course—which will be the custom in the future—cannot afford the time necessary for competitive games. One need not make any argument relative to the demoralizing influence of such games or to the physical consequences of severe contests. Such arguments can be set aside at once, for they are ample, it seems to me, to warrant any college in taking a course that will reduce athletics to their proper standing.

All these things will be necessary in

the future more than at present, because it is becoming more and more recognized that an educated man is one whose body is properly trained, whose mind and intellect are thoroughly stimulated and whose heart and conscience have had some guidance while in college.

Subways and elevated roads relieve traffic of congestion; so in colleges

methods must be adopted to meet ever increasing demands for new departments of instruction in order to avoid educational congestion and yet produce the thoroughly educated man. The college should produce the educated man, cultured and trained, so that he may take up any work in professional schools or any position in life.

EDUCATIONAL NEWS IN BRIEF

The annual meeting of the American Association for the Advancement of Science was held in New York last month at Columbia University. More than 500 scientists were in attendance. The address of welcome was delivered by Dr. Nicholas Murray Butler of Columbia. During the session ten marble busts of pioneers of American science, presented by Morris K. Jesup to the American Museum of Natural History, were unveiled.

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Figures concerning the students matriculated at Cornell in the last twenty years indicate that forty-two per cent have come from private schools and fifty-eight per cent from public schools. Of private school pupils 153 were dropped after the first term and 111 from public schools, and the percentage of failures among the public school graduates is much lower than those of private schools. Consequently, the Cornell faculty favors withdrawing the privilege of admission by certificate from private schools.

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The first annual report of the operation of the Rhodes scholarships shows that there are at present 161 scholarships at Oxford, of whom 71 are from the British colonies, 79 from the United States and 11 from Germany. Their general standing is excellent, the highest record of scholarship having been won by Rose of Quebec and Behan of Melbourne. The latter won nearly \$5,000 worth of scholarships last year. The colonial students have outstripped the Americans in scholarship, while the *Americans stand higher in athletics.*

The college entrance examination board has appointed a committee of review on entrance requirements for the colleges of the country. The committee will go over all requirements and make recommendations for the future. Members of the committee are Dean Hurlbut of Harvard, President Taylor of Vassar, Dean Craine of Cornell, Dean Ferry of Williams, Wilson Farrand of Newark, N. J., and Mr. Gallagher of Massachusetts.

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Drury College, Springfield, Mo., may not receive the \$50,000 recently offered by the Rockefeller education fund. President Kirby has been informed that \$200,000 additional must be raised by June 1, 1907, and that the college must have no deficit this year. One hundred thousand dollars of the \$200,000 is pledged. The college has had a deficit every year for the last twenty years.

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The fifth annual meeting of the Presbyterian College Union of the Middle West was held in Chicago last month, with twenty members present. There are nineteen colleges forming the Union, located in cities extending throughout the Middle West from Ohio to South Dakota. They are maintained by the Presbyterian churches of the various states.

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Supreme Court Justice McCall entered a verdict for \$2,500 against the New York Board of Education in favor of Mrs. F. H. Kingsbury, who as Miss Pope McIntosh was a teacher in Public

School No. 170 until a year ago. Mrs. Kingsbury had resigned when she married, but prior to that time she had acted as assistant principal by the board's designation. Mrs. Kingsbury's case was one of forty-five of the same kind. She testified that she had been designated as an assistant principal, but had only received the salary of a teacher up to the time of her resignation.

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Gov. Proctor of Vermont has signed the bill providing for the consolidation of the school systems of neighboring towns under one superintendent.

■ ■ ■

A death blow to fraternities and sororities in the high schools of Minneapolis has been devised by a committee appointed for the purpose by the board of education. It is understood the committee will advise that diplomas be withheld from all high school students belonging to "frats." The students will be given a fair warning and a certain date will be set for the new order of things to go into effect, and if this measure is not strong enough, a member of the board stated, even stronger measures will be devised to stamp out these societies.

■ ■ ■

The founding of a theological seminary in Ann Arbor, where students may prepare for the ministry while taking work in the University of Michigan, is a project claiming much interest at the present time. Bishop Williams of the local Episcopal diocese recently advocated such a plan before the annual Episcopal convention in Detroit and intends to work for its fulfillment.

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Professor Schuchert, head of the Peabody Museum of Yale, has given that institution a collection of antiquities obtained by him during his visit to Mexico last summer.

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The American College in Rome is giving a good account of itself as regards scholarship. It has passed the test of the examinations with high distinction this year. In philosophy it points to six young doctors, six licentiates and twelve

bachelors; in theology, to two doctors, ten licentiates and eighteen bachelors. "With its 126 students it is now unquestionably the largest of all the Roman colleges," writes the "Freeman's Journal" correspondent, "and it has become so noted for its admirable spirit of study, discipline and piety that it is regarded as a model for all the national colleges of the Eternal City."

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A large gathering of men prominent in historical and scientific research assembled at Brown University last month for the American historical, political science, sociological, economic and educational association convention. The sessions continued for three days.

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Secretary of War William H. Taft has accepted an invitation to deliver the commencement oration at the State University of Iowa next June.

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The annual report of the London county council shows that the city schools have been maintained at an outlay of \$25,000,000, and that there are 20,000 teachers for an average school attendance of 669,167. The salaries for head teachers range from \$700 to \$2,000, and for assistants from \$325 to \$875. Each teacher has charge of forty-three children on an average.

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In six Swiss colleges no less than 2,192 women are now studying. The majority of the enrolled female students are Russians. The women are most largely represented at Bern, where 486 are enrolled, almost all in the medical course. Lausanne has 399, Geneva 343, Zurich 276 and Basle 14.

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The first ten years since Princeton College became Princeton University have just ended and the report shows that the endowment has increased from \$1,677,871 to \$3,284,000. The campus area has increased from 225 to 538 acres, and the student body has grown from 1,045 to 1,384, while the faculty has increased from 82 to 166.

The educational department of the Japanese government has decided to establish a college of engineering at Fukuoka, a college of science at the Northeastern University at Sendai and a college of agriculture at Sapporo. The total expense will be more than 1,000,000 yen (\$500,000), and this sum will be donated by the Furukawa family of coppermine millionaires. It has also been decided to make the imperial universities of Tokyo and Kyoto independent of the control of the educational department for five years by giving them fixed annual appropriations.

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The board of trustees of the Carnegie Institution of Washington at a meeting held on December 11th, appropriated \$661,300 to aid in scientific researches of various kinds during 1907. This provides for continuing work in ten departments already organized and for the reorganization of a department of nutrition under the direction of Professor Francis C. Benedict of Wesleyan University, Middletown, Conn.

■ ■ ■

Columbia University will establish a new professorship to be called the professorship of social legislation, and Dr. Samuel McCune Lindsay, professor of sociology in the University of Pennsylvania, has been appointed to the chair. He will begin his duties next autumn, in connection with Prof. Edward T. Devine, of the chair of social economics, will be the Columbia University faculty representative of the School of Philanthropy, conducted under the auspices of the Charity Organization Society.

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President Norman Plass of Washburn College, Topeka, Kans., has announced a gift of \$35,000 for the gymnasium from an unknown source.

The authorities of the University of Missouri have decided to establish a college of journalism, with complete equipment for practical newspaper training, and arranged so as to require a four years' course of study, with entrance requirements equal to those of the academic department. Heretofore the subject has been taught only by occasional lectures.

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Capt. W. A. Martin of Conway, Ark., has donated \$25,000 to the endowment fund of Hendrix College.

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President John E. Goucher of the Woman's College of Baltimore has deeded to the college his private residence for use as an administration building. The property cost \$140,000.

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It is reported that the Monastic Order of Lazarists, sometimes known as the Congregation of Missions, and one of the most important orders in the Catholic church, has bought sixty acres of land half a mile east of University avenue in Denver and will erect a college for that order.

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Announcement is made of the fact that Mr. Andrew Carnegie has established an endowment fund, the annual net income of which is \$2,200, to be used in the maintenance of Lake Carnegie.

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Preliminary steps are being taken for the establishment of a Presbyterian Female Seminary at Williamsburg, Va., to be under the care of the presbytery of Norfolk, which is to be called in special session just as soon as all arrangements can be completed with the city of Williamsburg, which is to contribute toward the seminary to cost in the beginning between \$25,000 to \$30,000.

AROUND THE CAMPUS

The faculty of Washington and Jefferson College, Washington, Penn., has taken steps to restrict secret societies in the college and by a code of rules has set forth conditions under which fraternity houses may be made residences for the students. The faculty will hereafter determine who shall live in the fraternity houses and this will be allowed only upon a personal application of the individual. Each fraternity must make a yearly application for the privilege of occupying its house and the right is reserved to withdraw any such permission at any time during the school year.

In furnishing the application blanks for the various fraternities the faculty requires a pledge from each member of the society that he will so conduct himself that he will not bring the college into ill-repute. It is said that the loosely conducted fraternity houses in the past prompted this action on the part of the faculty.

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The University of Illinois has lately added a number of relics to its Abraham Lincoln collection. Among other treasures in the University's possession is an ox yoke made by Lincoln at New Salem, Ill., in 1830, when he was twenty-one years old. It remained there until 1849, just after Lincoln's return from his only term in Congress. Then Lincoln and his brother-in-law, Clark M. Smith, visited New Salem together. While there the two attended an auction sale of farm chattels, among which was the ox yoke. When the yoke was offered for sale it was treated as a novelty, because made by a Congressman. Lincoln acknowledged having made the yoke, and Mr. Smith bid it off, saying "it was worth taking home as a souvenir because made by his brother-in-law and a member of Congress."

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Concerning the proposed memorial building to be erected near the campus

at the University of Michigan, the *U of M Daily* analyzes the plan, finds that it is opposed by the students, and gives the reason for this remarkable state of affairs as follows:

"The students do not want a memorial building on the campus because it is out of accord with the spirit of our university's growth. We must live in the present rather than the past—this, in short, is the result of countless interviews we have had with students on this point. Developed at greater length the argument the average student brings to bear runs something as follows:

"The ideal of a university such as ours embodies living in the present and looking to the future. We are essentially a community of red-blooded enthusiasts, alert to life and opportunity, and vitally concerned with those questions immediately influencing our success, our happiness and our future.

"Considering this attitude of the normal and healthy young man, it is natural that the idea of a memorial building, set down in his scene of operations, is distasteful to him, for it suggests dead hopes, unrealized ambitions and vanished greatness—ennobled by worthy lives but none the less dispiriting to youth. The average student is alive, intensely alive and proud of it; he is out of sympathy with anything that may suggest the ultimate relaxing of his grip on life. He does not want a memorial building where he must sit silently in half-lights and shadows, reverently striving to catch the echoes of the dim past. He wants to be up and doing, utilizing every golden moment of his four academic years, 'learning to live by living,' as Professor McLaughlin put the feeling into words at the Union dinner. He has reverence, but objects to parading that sentiment on bronze tablets or materializing it into walls and roofs.

"We feel that Michigan is in the midst of a formative, not a contemplative pe-

riod, and that a memorial building on our campus is entirely out of place. We are speaking for the students in this editorial, voicing student opinion as we have found it."

Every other western college known to modern civilization is scrabbling night and day to create by some means or other "a storied past." Michigan evidently will have none of it. Which is honest and unartificial, anyway. But the ordinary observer fails to see the actual harm in the battle flags and stately portraits of the memorial hall at Cambridge, or in the "dead past" of South Middle in New Haven, or yet in the revolutionary record of "Old Nassau" at Princeton.

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Prof. William G. Anderson, in charge of the Yale gymnasium, announced in the *Yale Alumni Weekly* the result of an investigation of the amount of tobacco smoking done by Yale freshmen last year, and the effect of such smoking on the heart, height, weight, strength, and lung capacity of the freshmen.

Of 389 members in the class of '09, 143 were smokers, and Prof. Anderson had personal interviews with 122 of the smokers. Of this number 35 acknowledged they smoke a pipe only, 7 cigarettes only, 2 cigars and cigarettes, 5 pipe and cigars, 47 pipe and cigaret, and 17 pipe, cigar and cigaret.

Of the 122 men, 110 smoked in their prep schools. Of 112 freshmen smokers, 31 per cent were above the freshmen average in weight, height, lung capacity, and strength tests, while 67.8 per cent were below the average.

Over half the smokers were above the average in strength and height, but considerably more than half were below in weight and lung capacity.

The smokers of '09 who were above the average records, according to Dr. Anderson, were athletes, football players, and gymnasts. He concluded from his investigations that the '09 man was a pipe and not a cigaret smoker; that his heart and health were not injured to the extent generally believed, but that his lung capacity was deficient and his weight below the average, and that the

academic standing of the smoker is lower than that of the nonsmoker.

* * *

President Albert Edwin Smith of the Ohio Northern University at Ada, has decided to require any student that he discovers to be a smoker to pay \$1 per term more tuition than those who do not use the weed. In chapel Dr. Smith said: "All pipe suckers and cigaret smokers, in fact, all smokers of tobacco in any form, will be taxed \$1 per term more than others in the future. This extra tuition is to be a license for the habit."

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The committee on university policy, composed of the directors and deans of all the colleges of Cornell University, has authorized Captain Barton, commandant of the student military corps, to communicate with the War Department in Washington and ask that it be continued. The department had submitted to Cornell a plan to abolish drill in all of the larger land grant colleges and substitute a lecture course in military tactics.

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President Eliot's speech at the crew dinner is of considerable sentimental interest to Harvard men, in that this informal address contains the president's statement of how the "Harvard red" made its first appearance.

The president related the incident in connection with his recollections of his own undergraduate rowing experiences.

"The day before the race," he said, "we members of this primeval Harvard eight said to each other, How are our friends going to distinguish us in the regatta among thirteen or fourteen other boats? We have no uniform, nothing at all to distinguish us." We had rowed in our undershirts up to that time. So Ben Crowninshield and I went down to Hovey's and bought six red handkerchiefs, just about that color (indicating by picking up a flower from the table) and we tied those handkerchiefs around our heads, and that, gentlemen, is the origin of the Harvard red.

"There is the kind of silk handkerchief that was born four years later (showing a handkerchief). It is not the right

color. The trouble is that magenta came in and the Harvard color was magenta for a few years, but that handkerchief is a poor aniline dye. This (showing an American beauty rose of very dark red hue) was the real color."

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There will be no more "wranglers" at Cambridge University, but while the title was in force it is interesting to note that the number of women who received it was remarkable. The number of women students is so much less than men, yet since the foundation of Newnham and Girton the number of women who won the distinction proves that in mathematics at least the female brain is equal to the male. One woman, Miss Fawcett, was ranked "above the senior wrangler."

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Sneering at Oxford is not a proper response to Doctor William Osler's regretful announcement that many of the Rhodes scholars from this country will not attain their degrees because their training in American schools and colleges has been inadequate, says the *New York Mail*. The present regius professor of Oxford is not the first American to recognize the defects of our system of tuition as a basis for true scholarship. "Learning made easy," tricky text-books that "simplify" studies of real difficulties into a mere matter of memory; smatterings of "science" of every description plastered upon small brains untrained to work any way but parrotlike or monkeylike—these are the too frequent errors in American schools that make for "mushy" minds. The fault, we believe, lies less with teachers than Doctor Osler believes. It is due rather to the impatience of parents and children alike with studies that promise no prompt and practical returns.

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The students at the University of Wisconsin are loudly clamoring for a larger voice in the management of their own affairs. The Wisconsin Alumni Magazine has an editorial on the need of giving the undergraduates more power. It runs in part as follows:

"You say the students will fail. Per-

haps, but better to have them fail while trying to govern themselves than have faculty government. Committees fail. Weak or corrupt men gain power. Yet the power to overthrow them is resident in the community whose moral sense is sound. Victories for good government are achieved.

"The analogy is plain. Give the students back their power. They may elect the wrong men on the athletic council. But the moral sense of the university community is absolutely sound. They will achieve honest, efficient student self-government. And besides there is always the faculty, to act as restrainers, if the wrong men are elected by the students. This year faculty management was a necessity. Next year, give the students back their power, under a limited schedule. Let them show their mettle another year, and allow for the arranging of a big game.

"Student self-government under faculty supervision is important. It is vital. It means the making of strong, fearless, resolute men who do not compromise on principle. It is more important than schedules. It is bigger than football. We have little doubt what the alumni answer would be to the question propounded at the beginning of this editorial. 'Better self-government under a limited schedule than faculty government with a dozen big games.'"

~ ~ ~

About two hundred alumni of New York University last month joined in giving a dinner and a loving cup to Professor John J. Stevenson in celebration of his thirty-five years of service to the university in the chair of geology. Dr. Stevenson's class of '63 at the university was represented by several men with white hair at the dinner.

Chancellor MacCracken, introduced as the first speaker by Dr. Albert Warren Ferris, the toastmaster, talked about "Teachers in the Hall of Fame" and gave this tribute to the guest of the evening at the close:

"A man to be a great teacher has to be a persistent teacher. He also must be an enthusiastic teacher, and strive, as

Dr. Stevenson always has done, to make young men true men."

Willis Fletcher Johnson, of the class of '79, presented the loving cup to Dr. Stevenson after eulogizing him as one of the landmarks of the university of which the alumni should be proud. He said Dr. Stevenson was of the sturdy Scottish stock, the son of a distinguished clergyman, who had an unbroken pastorate of forty years in this city, and he recalled the fact that Dr. Stevenson was so well prepared for college that he was made a sophomore at the start. The speaker said that Dr. Stevenson was graduated in the class of '63, to come back as a teacher in 1871, "when the golden age of the university began to down."

In expressing his acknowledgment of the gift, Dr. Stevenson said:

"It is true that I have tried to lead you to know your work and to prove it. I have sometimes doubted if many of the students have remembered my labor for them after they left the university, or if they realized how hard I have worked for them. My doubts are removed to-night, and I accept this testimonial, realizing that the tie between teacher and pupils, after long years, remains unbroken."

President Finley of the College of the City of New York raised a laugh by saying his college might have had Dr. Stevenson for an alumnus, but he understood Dr. Stevenson had failed to pass the entrance examination for the freshman class there. He told several Scotch stories by way of illustrating Dr. Stevenson's character and the value of his services to science.

The Rev. Thomas B. Slicer was to respond to the toast, "The Pulpit and Science," but he declared that he would not attempt to make them agree. "I marry divorced couples sometimes," he said, "but I always insist that the case must be clear." He also told Scotch tales, and made them point morals in keeping with Dr. Stevenson's work.

Champe S. Andrews, talking on "East and West," took up the Japanese question, saying:

"Better understanding cannot come from the exclusion of the Japanese from American schools, nor from the extermination of the black man by lynching and riot. If the Japanese are the fittest they will come to our schools in the end, in spite of all we do to the contrary. If the negro is inferior he will be caught in the mills of the gods. There is no escape for any race or any people, black, white or yellow, save in the force of the fittest. All that you and I and our countrymen can do is to try to see that in the operation of these eternal laws of nature the laws made and maintained by men give to black, white or yellow, in the language of our beloved President, a 'square deal' to all."



Carnegie Lake, "the thing that Princeton needed to complete its charm," President Wilson said in thanking the Laird of Skibo for his generous gift, is now a permanent and important feature of life at Old Nassau.

For future generations it may be profitable to set down Mr. Carnegie's own story of how he came to create the fair body of water on the southern border of the Princeton campus. He described the process as follows:

"Well do I remember the day that I first visited Princeton, with my friend Howard Russell Butler. I had been building lochs at Skibo—we don't have lakes over there, that is so English—and my practiced eye saw this valley and this stream. And I said, 'O, what a place for a lake'—I mean loch—and Mr. Butler said, 'Yes, for thirty years the students of Princeton have longed for a lake upon which to row and for aquatic sports.' And I said, 'Indeed.'

"Now just think how duty calls. Even more than that, see how the hand of Providence works. There stood the situation presented to me, all the features ready. There stood my friend telling me that it was a want that Princeton felt. And then it was a loch that was wanted. And then I was in the loch-building business. And the spirit moved me, and I said, 'Well, Butler, see what

you can do. I would like to give Princeton, that Scotch university, a loch.' "

The lake was frozen when the dedicatory exercises were started, and Mr. Carnegie had the satisfaction of seeing the students playing hockey on its smooth surface. One of the players fell in through the ice and was rescued with wild heroism by his comrades.

Mr. Carnegie has established a fund for the maintenance of the lake, which will yield an annual income of \$2,200.

■ ■ ■

It is understood that the Carnegie Hero Fund Commission has despatched one of its agents to Ithaca, N. Y., to get details of the acts of heroism performed by the Cornell students in the fraternity house fire in which several students lost their lives. It is likely that a hero medal will be awarded to Harry Curry of Pittsburgh, Pa., who, at the risk of his own life, tried to save James McCutcheon, and rewards will be given to McCutcheon's family for his efforts to rescue others.

■ ■ ■

The Cornell Cosmopolitan Club of Ithaca, formed to unite Cornell students of all nationalities and extend the influence of the university, has just been incorporated.

■ ■ ■

The College Library at Harvard has received from Marshall C. Lefferts of New York, the diploma given to Washington Irving as a doctor of laws, at the commencement in 1832. The documents bear the signature of Josiah Quincy, who was President at that time, and contains the following brief characterization: "Scholar and true gentleman, skilful portrayer of lands and customs, delighting his readers with the delicacy of his wit or stirring them with the splendor of his diction; who, by his many and admirably finished works, has won fame for himself and for his country." The diploma has been framed and hung in the reading room of the library.

■ ■ ■

That campus politics at the University of Chicago is controlled by the "co-eds" is declared in an editorial in the *Maroon*, which runs in part as follows:

"That the women control the politics of the university every campus politician will concede. It is common knowledge, and the fact is so patent that it is all the more regrettable, that the use of this power has not been what it ought to be. The motives for which women elect people to office are, in the majority of cases, ridiculous, even disgraceful. It is useless to deny that men have been chosen over better men because they are good society stars, 'fussers,' in the parlance of the campus, because they wear good clothes, talk well, dance well, or have entertained some members of a particular coterie, or are members of a mutual political and social alliance, or any one of a hundred equally brilliant and cogent reasons why these individuals should be honored."

■ ■ ■

For the first time in the history of the Massachusetts Institute of Technology, the members of the senior class this year will wear caps and gowns at their commencement week exercises. This was decided by vote taken from the whole class on the matter, the result of the vote being eighty-three for caps and gowns and forty-two against. How this decision will be treated by the faculty is not yet known but it is very probable that they will act in favor. Several were interviewed and seemed exceedingly pleased that the custom was to be taken up. If the faculty should so decide it is probable that those of the body who are doctors will come to the exercises gowned in their doctor's robes. The majority of these degrees were conferred by foreign universities where these gowns are most gorgeous and the Technology commencement exercises will spring from a very simple affair to a brilliant ceremony.

■ ■ ■

The Alumnae Association of Wellesley College has adopted a plan for life membership fees on the basis of \$20 for alumnae of from ten to fifteen years' standing, \$15 in cases of fifteen to twenty years, \$10 in cases of twenty or more, and \$25 in all other cases. A self-perpetuating committee of three has been appointed to take in charge plans for a

permanent alumnae endowment fund. The historical committee provides for a collection of literary works of alumnae and a record of gifts made by alumnae to the college.

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In an interview in the *Yale News*, Richard Harding Davis gives the following words of cheer to the struggling college journalist:

"The advantages derived from journalism at college are inestimable. The work teaches a man to be, first of all, observing. It teaches him how to write and how to express himself. It throws him on his own resources and gives play to his imagination and originality. The first money I ever received for literary work was \$1.15 which the *New York Evening Post* paid me for a description of a cane rush while I was at Lehigh. Journalism brings one in contact with many prominent men, thereby giving one a chance to see how things should be done. My advice, gathered from my personal experience, to every college man, is to go into journalism at once."

~ ~ ~

The department of biology of New York University has maintained annual expeditions to Bermuda since 1897, providing there during about six weeks in the summer a station for biological reconnaissance and research. During part of the time Harvard University has co-operated. The facilities of the station are open to properly qualified students of biology upon application to the professor of biology. The semi-tropical character of the climate, the healthfulness of the islands, and the cordial hospitality of the Bermudians, together with the abundant life among the coral reefs combine to make this station a valuable addition to the marine biological laboratories of our coast.

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A story is circulating in the Yale Club of New York to the effect that when Head Coach Reid of Harvard paid a visit to New Haven to watch the Yale

team practice early this fall, he looked up Coach Rockwell of the Elis and began to ask about his methods of training.

"Mr. Rockwell," Reid is quoted as saying, "how do your men address you during the practice? I always have the Harvard squad address me as 'Mr. Reid.'"

"Oh, they always use the handle with me, too," the Yale coach is said to have replied. "They always call me 'Mr. Rockwell.'"

The word was passed around among the players, and during one long afternoon of practice Rockwell issued requests such as:

"Mr. Jones, will you kindly take the ball this time," or "Mr. Roome, will you please see if you can break through the center."

"Yes, sir," replied the subservient Tad Jones and big, good-natured Roome.

Reid returned to Cambridge thoroughly convinced that his men were to play a gentlemanly team. But for the rest of the season the Yale coaches resumed their usual endearing form of address, such as, "You wooden Indian, why didn't you help him?" or "You blamed sleeper, there was no excuse for missing that tackle."

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By unanimous vote, the senior class of Purdue University at Lafayette, Ind., have decided to wear corduroys as a mark to distinguish them from juniors and underclassmen. The custom originated three years ago with the class of 1903 and has been adopted by later seniors. It is exclusively a Purdue custom, and makes the Purdue senior a type by himself. There are three hundred young men in the present senior class, and to provide them all with corduroys the tailors and clothing houses are stocking up for the harvest that is to follow the class decision to cling to tradition and wear the "whistling pants," as the corduroys are called on account of the peculiar sound emitted when trouser legs rub together.

AMONG THE FACULTY

Dr. William Albert Noyes, editor of the *Journal of the American Chemical Society* and chief chemist of the bureau of standards at Washington, has accepted the position of professor of chemistry and director of the chemical laboratory in the University of Illinois. Professor Noyes, who is one of the most eminent chemists in the United States, was born at Independence, Iowa, Nov. 6, 1857. He is the author of "Organic Chemistry for the Laboratory," "Elements of Qualitative Analysis," "Organic Chemistry" and numerous scientific papers.

~ ~ ~

Prof. Henry Edward Strobel, Bemis Professor of International Law at the Harvard Law School, has tendered his resignation and will assume a position permanently with the Government of Siam as General Adviser. Prof. Strobel formerly was connected with the United States Legation at Madrid. In 1893-1894 he was third assistant Secretary of State at Washington. He was appointed in 1894 Envoy Extraordinary and Minister Plenipotentiary to Ecuador and later transferred to Chili to serve in the same capacity. Since 1898 he has occupied the Bemis chair of International Law at Harvard University.

~ ~ ~

Professor E. A. Ross, of the University of Nebraska, has been elected a member of the *Institute Internationale de Sociologie*. The meetings of this learned body are held triennially and its membership is restricted to 100. As a matter of fact, the actual membership has never exceeded about seventy. Only six or seven of the foremost sociologists of the United States have enjoyed the honor. The selection of Dr. Ross is significant of the high rank which American scholars are taking in this field.

~ ~ ~

Abbott Lawrence Rotch, director of the Blue Hill Observatory, and one of the leading meteorological experts of this

country, has been appointed professor of meteorology at Harvard by the Harvard Corporation.

Professor Rotch has for nearly a quarter of a century been conducting exhaustive scientific investigations into the celestial world, working both here and abroad. Universities of Germany, England and France have honored him with high degrees. He has made several important discoveries and contributed many useful books on meteorological subjects.

Graduating from the Massachusetts Institute of Technology in 1880, Professor Rotch early won a reputation as a student of the stars. After two thrilling expeditions to South America and Africa, where he hazarded the dangers of mountains, he established in 1885 the Blue Hill Observatory, and has since maintained it.

About that time he published a book, graphically written, entitled "Sounding the Ocean of Air," that has since been used as a text book in many leading colleges and schools. Because of it, he became editor of the *American Meteorological Journal*, which position he held with distinction for a decade.

He will at once assume charge of the astronomical department at Harvard.

~ ~ ~

The resignation of Professor E. Hershey Sneath from the chair of theory and practice of education at Yale, tendered because of ill health, was recently accepted at a meeting of the Yale corporation. Professor Sneath was appointed assistant professor at Yale in 1893 and in 1898 became professor of philosophy. More recently he was transferred to his present professorship and became director of the Yale Summer School. The corporation passed a special vote of regret at the necessity of his resigning.

~ ~ ~

Announcement is made that Professor Henry R. Lang of the department of romance philology at Yale, was placed on

the Barge professorship. Frank L. Nason was appointed lecturer in mining in the Sheffield Scientific School, and President George R. Peck of the American Bar Association was appointed Storrs lecturer in the law school for next year.

■ ■ ■

A new professorship is to be established at Columbia University, the fund for which is provided by gifts recently announced. It is to be called the Professorship of Social Legislation and Dr. Samuel McCune Lindsay, Professor of Sociology in the University of Pennsylvania, has been appointed to the chair. Dr. Lindsay will begin his new duties in the autumn of 1907, and in connection with Prof. Edward T. Devie of the Chair of Social Economics, will be the Columbia University Faculty representative of the School of Philanthropy, conducted under the auspices of the Charity Organization Society.

■ ■ ■

The honorary degree of doctor of laws has been conferred upon Dr. L. S. Rowe, of the University of Pennsylvania, by the National University of La Plata, Argentine Republic. The exercises took place in La Plata in the presence of the Minister of the Interior and a distinguished South American assemblage. Doctor Alvarez, acting president of the university, in addressing Doctor Rowe, recounted the circumstances which led the Superior University Council to confer for the first time in the history of the university the honorary degree of doctor of laws upon Doctor Rowe, referring in detail to his services as educator, jurist and as delegate of the United States of America to the Pan-American Congress. Doctor Rowe, in reply, said that he interpreted the honor primarily as a tribute to the University of Pennsylvania.

■ ■ ■

Announcement was made last month that Professor Anson D. Morse of Amherst College had resigned the Winkler professorship of history, to take effect at the close of the college year. In his letter to the trustees Professor Morse states that there seemed to be no other way by which he could hope to complete

studies already begun in history and political science.

Professor Morse has been connected with the college for the past twenty-eight years. He was born at Cambridge, Vt., in 1846. He was graduated at Amherst in 1871, studied the next year abroad, taught one year in Williston Seminary, and then studied for another year at Heidelberg University in Germany. In 1879 he came to Amherst as lecturer in political economy, later became full professor of history and political economy, and since 1892 has held the Winkler professorship in history. He has written considerably, and was honored with the degree of LL. D. by Union in 1895.

■ ■ ■

Professor Davis, head of the natural science department at the Normal School, Chico, Cal., has tendered his resignation. He has accepted a position on the faculty of Miami University, Oxford, Ohio, where he will have charge of the same department.

■ ■ ■

The board of directors of the Chicago Theological Seminary of the Congregational Church, composed of members from the middle and northwestern states, assembled recently to consider the election of a president of the seminary to fill the vacancy caused by the resignation of the Rev. J. H. George, D. D. Prof. Graham Taylor, sociologist and head of the Chicago commons, was elected president, but declined to accept the permanent position. In the hope that he would later accept permanently, the directors re-elected him as acting president. Prof. Taylor will still continue his work at the Chicago commons.

■ ■ ■

Mr. R. A. Budington has been appointed associate professor of zoology at Oberlin College, to take effect in the fall of 1907. Mr. Budington is a graduate of Mount Hermon School in the class of 1892 and of Williams College in the class of 1896. From 1896 to 1898 he was a sub-master and teacher of mathematics and sciences in Dow Academy, Franconia, N. H.; for the year 1898-1899 assisted in biology in Williams College,

taking his master's degree at the end of this year. For the year 1899-1900 he was a graduate student in zoology, physiology and botany at Columbia University. For the years 1900-1902 demonstrator of physiology in the College of Physicians and Surgeons, Columbia University. His interest in his own early school led him to accept the position as teacher of zoology and physiology at Mount Hermon School for the years 1902-1905. Last year and this he has been instructor in sociology in Wesleyan University, in charge of the work of zoology, and during frequent absences of the head of the department conducting the work in general biology, physiology and botany. Mr. Budington has been both student and instructor at different times in biology at the Marine Biological Laboratory at Woods Hole, Mass., and has done valuable research work.

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Dr. William Duane, for nine years professor of physics in the University of Colorado, has been appointed assistant to Mme. Curie, in Sorbonne Institute, France. He will go there next summer.

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Professor James Orr, professor of apologetics and theology in Glasgow College of the United Free Church, has consented to give ten lectures in New York City next year.

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Professor John Laird of Harvard College has been elected vice-president of the Central Normal College, Danville, Ind., and will assume his duties with the opening of the first summer term, June 11, 1907.

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Professor Edward Orton has tendered his resignation as state geologist of Ohio. It was accepted at once and John A. Bownocker, professor of geology in the Ohio State University, appointed to the unexpired term ending April 22, 1907.

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Professor John J. Halsey, head of the department of political science and economy of Lake Forest University, has been appointed acting president of the institution to take the place of Richard D.

Harlan, who recently resigned. A new president of the college will probably be named next June. Professor Halsey is a graduate of Lake Forest and has been connected with the institution as a member of the faculty for twenty-seven years. Six years ago he was acting president of the school for a year, previous to the election of Dr. Harlan as permanent head of the university.

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Professor George N. Stewart, head of the physiology department of the University of Chicago, has been selected as the head of the new \$200,000 laboratory of experimental medicine at the Western Reserve University, Cleveland, Ohio. Dr. Stewart came to Chicago in 1901. He has made many valuable discoveries in regard to blood corpuscles and occupies an eminent place in science. He is a specialist on diseases of the nervous system. The doctor will continue his work in Chicago until summer.

~ ~ ~

Professor Henry Fairfield Osborn, Da Costa professor of zoology at Columbia University, New York, and curator and first vice-president of the American Museum of Natural History, New York, has been elected by the regents of the Smithsonian Institution to succeed the late Professor Samuel P. Langley as secretary of the institution.

Dr. Osborn has indicated to the regents that he will accept the appointment, which carries with it a salary of \$7,000 a year. The election of a successor to Professor Langley has been pending for many months. Several of the most prominent educators and scientists of the country were considered in connection with the position. Professor Osborn is regarded as one of the leading scientific authorities of the world and the most prominent zoologist and paleontologist of America. He is 49 years of age and was graduated at Princeton.

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Mrs. N. S. Shaler is preparing to write a life of the late Dean Shaler, of Harvard, which is to be published in the near future. She has made an appeal for letters, anecdotes or reminiscences that

would be useful in illustrating some of the late dean's traits, and has asked that these be sent to her.

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Dr. Augustus Bloombergh, emeritus professor of modern languages at Lafayette College, Pa., died in Vevey Vand, Switzerland, Dec. 2nd.

Professor Bloombergh held the active professorship at Lafayette from 1867 until June, 1905, when he retired on account of his advanced years, and was voted a year's vacation. He was educated at the University of Wurzburg, and came to this country about 1860. Princeton gave him the degree of master of arts in 1866. He was a tutor at Princeton from 1865 to 1867. He was 71 years of age, having been born in Uffenheim, Bavaria, on February 13, 1835. He was one of the most popular professors ever associated with Lafayette College.

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Dr. William James Herdman, professor of nervous diseases and of electrotherapeutics at the University of Michigan, died December 14th at a Baltimore sanitarium, where he was operated upon. He was 58 years old.

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Miss Clara Eaton Cummings, Hunnewell professor of cryptogamic botany, Wellesley College, died in Concord, N. H., after an illness of several months.

Professor Cummings has been to a peculiar degree identified with the history of the college, which she so loyally served. Entering as a student in 1876, a year after the first opening of Wellesley, she at once showed so marked a talent for the study of botany, especially for the identification of cryptogamic flora, that she was retained as a permanent member of that department of study, bearing the title of curator of the museum, 1878-79; instructor in botany, 1879-86. After a period of study in Zurich, Miss Cummings returned to the college as associate professor of cryptogamic botany. In 1905 she became Hunnewell professor of botany, with temporary charge of the department. In 1906 her title was changed to that of *Hunnewell professor of cryptogamic botany* in

recognition of the closely specialized work in which she had reached distinction, and with the hope that freed from the burden of administrative cares she would gain strength for new enterprises in her chosen field. Her health, however, proved to be seriously impaired.

Among the published works of Professor Cummings are "Lichens of Alaska and Labrador," she also edited "Decades of North American Lichens," and was associate editor of "Plant World," she was fellow of the American association for the Advancement of Science; a member of the Society of Plant Morphology and Physiology (vice-president in 1904), of the Mycological Society, Torrey Botanical Club, Boston Society of Natural History and Boston Mycological Club.

~ ~ ~

Rev. Dr. DeWitt Clinton Durgin, formerly president of Hillsdale College in Michigan, and one of the foremost clergymen of the Free Baptist Church, died on December 3rd. He had held pastorates in various parts of the country and was one of the prominent educators of the Free Baptist Church. He was well known also as a lecturer, especially on Iceland. He had traveled extensively in that country, and was one of the few people who had climbed to the top of Mt. Hecla.

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Frank N. Hair, for thirteen years in charge of the musical department of Baker University at Baldwin, Kans., and also a composer of choir music used all over the country, died December 24th at Excelsior Springs, Mo.

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The botanical department of the University of Michigan has just issued the first of a series of five pamphlets entitled "Field Studies in Botany." The purpose of the bulletins is to help teachers of botany in the secondary schools of the state organize field expeditions. The first number contains articles on "Preparation for Field Work," by Dr. George P. Burns; and "Gullies and Ravines," by Frances L. Stearns. Copies of this number are being sent to every high school in the state.

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1907
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THE MONTH'S REVIEW

What Educational People are Doing and Saying

That a university must be free from the fear of a mob or the influence of a millionaire was one of the thoughts expressed by President Butler, of Columbia, in a lecture delivered recently at Cooper Union, New York. The lecture was one of the course under the auspices of the Department of Education in co-operation with the trustees of Cooper Union. The theme of the speaker was "The Place of Universities in a Democracy." Dr. Butler said, in part:

"We all feel the pressure of the interests we call economic. We must all make a livelihood. Our first and most direct concern is the solution of the economic problem. When that is settled the intelligent man naturally asks, What is the use of working and striving for a living? The answer comes back immediately—that we may share in the life of human beings as distinguished from the brute creation. Our purpose is to secure leisure so as to be able to lead human lives. The solution of the difficult economic problem is not enough unless we raise ourselves to the human plane. That is what education is all about. It is the place of the university to carry out that thought.

"Universities are one of the very oldest of institutions in the world. They grew out of the desire of man to establish a political, a governmental state, a religion and an educational system. As these things developed there arose in the world great teachers of medicine, law and theology, and the desire to learn from these

men started the establishment of the first universities. Universities sprang out of a great popular movement, from the very people themselves.

"Among the first acts of our forefathers in this country were the establishment of universities. The early colonists understood very well that there was very little use in settling the new country unless the intellectual life was kept alive by institutions of learning. Hence there was early founded the University of Harvard, and what is now known as Columbia University, to become storehouses of ideas which the people could use as their own.

"The university in a democracy must be detached from controversy, and yet be in touch with the popular will and aspiration. In a democracy a university should teach truth or forfeit its name. It should dare to speak the truth, for truth is the university's mistress. No university should sell itself to the mob through fear or to the millionaire for a donation. The pure light of reason alone should be its guide. Our universities every year are becoming more successful in meeting these ideals.

"One function of a university in a democracy is to render lofty, experienced and learned service at the people's command. In the struggle for existence, there is danger that the people may be turned into a purely commercial body. Among foreigners we have that reputation already, but I thank heaven we have not become so. Our history abounds with idealism, love of liberty and a desire to do justice.

"Moral courage is what we need most

in our democracy. Not many men are physical cowards, but are we not surrounded by moral cowards? Have we not men afraid of place or income? The university owes it to itself to inculcate the lesson of moral courage. A university must be national and democratic in scope. It should stand for no North, no South, no East or West, but one America.

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Charging that the undergraduate students at the University of Chicago, who now number 2,300, tend to draw too heavily on the strength and time of

**University of Chicago
to Limit Under-
graduates.**

instruction at the expense of the graduate students, acting president Henry Pratt Judson in his recent report suggests that the university might well consider placing a limit on the number of undergraduates. The inevitable tendency of the pressure from the increase in the number and demands of the undergraduates, urges Dr. Judson, is to weaken research of every kind.

"In lieu of a great increase in endowment and buildings to keep up with the growth of the undergraduate classes," he advises, "and in order in this way to maintain the graduate and research work unimpaired it is a question whether the University of Chicago may not well consider the advisability of limiting in some way the number of undergraduate students. Setting a fixed number will make it possible to give the best possible conditions of work, to prune relentlessly the incompetent and thus to secure a high grade of quality, to save the drain from the advanced work so essential to the university and thus to reserve the direction of the tendency and preserve the quality and amount of research in all departments. In this way may it not be possible greatly to increase the value of undergraduate training and at the same time to insure a steady growth in real university work?"

Dr. Judson, in his report, further advocates a shortening of the number of years ordinarily given to education. He says:

"With the complexity and great pressure of modern life, it does seem that means could be devised whereby a young

man could be ready to enter his profession by the time he is 23 or 24 years old, at least. Doubtless there is considerable waste in the earlier years of school life; probably there is more or less waste of time in the secondary schools. It would seem that a boy ought to be ready to enter college by the time he is 16. The old superstition that the four college years should be spent in general culture without reference to the bearing of work on future life is by this time nearly, if not quite, obsolete. It is quite possible to attain general culture in a college course, and yet so to plan a good part of the work that it will lead directly toward a profession already chosen."

With regard to the divinity school, Dr. Judson takes a stand diametrically opposed to that recently assumed by Professor Ernest D. Burton, of the divinity theological school, who deprecated the easy terms under which theologians are now educated and advised the "rocky road" for them. The acting president comes to the defense of the system at present in vogue which Dr. Burton indirectly attacked as tending to "pauperize" the ministerial student, who receives remission of tuition and reduction of fees, while students in law, medicine and other graduate courses are given no special dispensation.

"We observe that students of law, medicine and technology may aspire to large financial rewards," says Dr. Judson, "while the divinity school leads to a profession where the financial returns are small. The student who is planning to enter upon a lucrative profession may well afford to pay large fees for a course in instruction preliminary to it."

Not only should the road be easy for students in the divinity school, insists Dr. Judson, but also for those in the graduate school generally. "It is a fair question," he says, "whether those who are seeking teaching positions, the rewards of which are but one degree, if any, above those of the ministerial profession, are not in like manner entitled to everything which can reasonably be done to lessen the cost of preparation. The student who hopes to enter the faculty of a small college or who hopes to

find a minor position on the investigation staff of some university or museum is not in the position of the law or medical student. If future endowments permit it would undoubtedly be a benefit to the work which the graduate schools are doing if some arrangement could be made for lessening the tuition fees." A greater number of graduate scholarships and more remunerative fellowships would, Dr. Judson suggests, enable a greater number of students to enter the graduate schools, while the best students could be better aided in the work of preparing for their professions.

The "flexible college course" policy of the university is strongly favored by the acting president, who urges its continuance, and, if possible, its extension.

In regard to scholarship, Dean F. W. Shepardson of the senior college says: "The failures and conditions among the women students have almost doubled as compared with the report for 1904-05, while those of the men are substantially reduced in number, despite the difficulties of the professional work in medical courses and in law undertaken by an increasing number." Dean G. E. Vincent of the junior college says: "A comparison with the previous year shows a preceptible, though not alarming, decline in the scholarship of both men and women."

Marion Talbot, dean of women, finds that the women are taking the larger percentage of degrees and scholarship honors. Her report shows that there were a total of 2,657 women in attendance during the year.

The total number of students at the University during the past year was 5,079, an increase of 481 over the previous year, according to the acting president's statement. Of this number, 1,737 were in attendance for the summer only; 2,300 were undergraduates; 1,072 were in the graduate school of literature and arts; 204 attended the law school; 281 the medical school; 680 the school of education, and 483 the "university college."

Chicago contributed 2,039 of these, nearly half of the total number, while Illinois sent 2,627. Every state and terri-

tory is represented by one student at least, California sending thirty-one and Massachusetts twenty-three. Foreign countries send a hundred or more. Canada, China, Cuba, Denmark, Egypt, England, Finland, India, Turkey, Norway, Russia, Sweden, and even Syria are represented.

Among the needs of the university were mentioned: The immediate erection of the William Rainey Harper memorial library; a suitable building for the departments of geology, mineralogy, geography and paleontology, now housed in Walker museum; the erection of the classical building; the establishment of a well equipped technical school, and the securing of a farm for the use of the biological departments.

The total value of the University of Chicago is given at \$17,136.29. If to this is added the recent \$2,917,000 New Year's gift from John D. Rockefeller, the amount is increased to \$20,809,136.29.



Professor Rudolph Tombo, Jr., Registrar of Columbia University, and national president of Theta Delta Chi fraternity, in a speech in Milwaukee at the annual reunion and banquet of the Columbia University Alumni Association of Wisconsin, spoke of the evils of extravagance in college fraternity life. He said in part:

"I believe that the universities of the country should coöperate in placing a limit on property owned by the various fraternities which exist in and between them. I consider the accumulation of property by these fraternities an evil which threatens the democracy of our institutions and which tends to promote snobbery. That, I believe, is about the worst thing which can happen to our educational institutions. As national president of the Theta Delta Chi, I am obliged to visit all of the chapters in the various universities once a year. So, naturally, I have had ample opportunity to ascertain just what these evils are.

"In the first place, there is a tendency to promote extravagance. A fraternity

erects a new house. The following year, another fraternity builds its quarters, a trifle more expensive than the first. The process continues until that chapter which built the first house is obliged to sell its quarters and find a new home if it would keep pace with the advancement. Naturally, this tends to educate the members to a love of luxuries to which they never before have been accustomed.

"I believe that the universities should coöperate in putting a limit on this accumulation of property. Suppose, for instance, the property limit was placed at \$25,000. In a few years every chapter of any value would have quarters and grounds valued at that. It would not appraise more, as the limit would prevent it. So, when a student came to an institution, he would not be dazzled by the glitter and various offers of elegant apartments and luxurious appointments. Instead, he would be better able to judge between the actual merits of the fraternities, and to find his level, seeking the class of fellows he desires to associate with during his college life. Under existing conditions, this is a hard matter.

"Again, it often happens some fellow of moderate means comes to the university. He is sent by his father, his mother, or, possibly, by some sister, who teaches school and denies herself all luxuries that he may live in some elegantly fitted fraternity house, instead of apartments within his means. When his term is ended, he returns home and finds himself dissatisfied. He is inclined to sneer at those who have befriended him and, in a word, to become a snub.

■ ■ ■

President Hadley's address to Yale students, on intelligent preparation for public service, published in full in the

Intelligent Preparation for Public Service.

Independent, is well worth reading by all

young men whether college students or not, but especially by the former, because they so often miss the full significance of college life. The keynote of the address is insistence upon the fact that he who would influence men must know men rather than facts.

A number of the colleges and universities of the country announce courses intended particularly for those who intend to enter public life. These courses contain lectures on political economy and on the history of political ideas. Everything which an orator might have occasion to know is taught, including the art of oratory itself. And yet the most successful orators and the greatest leaders of the past were men who had a different training. They learned to know men. For this phase of preparation for public life the colleges can offer no official assistance, but they do offer unrivaled opportunities. The man who wishes to lead men can learn more from intercourse with the hundreds of his fellows in college than he can from any of the studies of the classroom. If he neglects this while in college he will discover his mistake when he is out of college and trying to persuade voters to put him into a position to give effect to his political theories. To know just what ought to be done is of no use if one cannot get the chance to do it or cannot persuade others to do it.

The advice to fit oneself for some calling by which one can earn a living apart from politics is sound. The most expert politician cannot hope always to hold an office which will support a family and leave money for the expenses of politics. The politician who grows wealthy without other visible means of support than politics is looked on with suspicion, while the one who does not is sometimes in a position where he must stifle his own beliefs or face poverty.

President Hadley suggests that the young man who has aspirations to make a mark on history decide early whether he will do this in office or out of it. If he wishes to hold office himself he must be a member not only of a party but of the local organization. If he is not in some way a part of the machinery of a party he is not likely either to hold office or to influence the party which can always count on his vote. If he does not wish to hold office he can exert the greatest influence on party decisions from the outside. The heads of the organization will pay greater heed to a leader of in-

dependents than to a fault finder in their own ranks. The independent may hold the balance of power even though he cannot muster one-tenth as many votes as the party leader.

These shrewd remarks of President Hadley show that not all college teachers are impractical theorists, but at the same time one must agree with his main teaching that college is a place to learn how to get on with men much more than a place to learn the contents of books, at least for the young man with political ambitions.

■ ■ ■

Reverend William M. Zumbro of India, a missionary of the American Board, is in this country for his first furlough, having served eleven years in the Madura Mission. He is at home partly for the purpose of securing an endowment for Pasumalai College with which he has been connected from the beginning. It is located both in the city of Madura and Pasumalai. For the last eight years he has been the president of the college. This college is the largest and most important educational institution in southern India. It has trained most of the young men who are now engaged in Christian work among the Tamil people. Mr. Zumbro recently received a letter from Lord Curzon, ex-viceroy of India, which the executive officers of the American Board have made public as follows:

Chicago, U. S. A., Dec. 1, 1906.

My dear sir—Your letter has followed me to this place and I have pleasure in answering it before I leave. I remember hearing of your college while at Madura, and I was sorry to be unable to pay you a visit. While in India I was greatly impressed with the excellent, devoted and self-sacrificing work that was being spontaneously undertaken by American educational and missionary institutions and I regard them as a valuable adjunct to the forces of Government in aiming at the moral and intellectual development of the people. I wish you every success in the effort that you are now making to secure an endowment which you can dedicate more particularly to the task of

scientific and industrial education in southern India.

It is important to teach them, but it is still more important to give them the practical training which will make them useful citizens and wage-earners in the community, and will thereby widen the economic basis of the Indian organization. This is a Christian purpose, for anything that makes for the uplifting and invigoration of the India people is of the spirit of Christianity. I am, dear sir, yours very faithfully,

Curzon.

■ ■ ■

Charles A. Blanchard, president of Wheaton College, Wheaton, Ill., addressed a New Year's letter to friends of the institution in particular and colaborers in the field of education in general, telling what has been accomplished at the college during the last year and outlining what it is hoped can be realized during the coming year. He says in part:

"The receipts for the year, so far as the money passed through my hands, are about \$20,000. There are other gifts which came to the treasurer directly which do not appear in my account. This was not our largest year so far as benefactions are concerned, but it was a good year. Of the above sum perhaps \$15,000 was for endowment and the rest for current expenses. I am not giving these figures accurately, but approximately.

"The total receipts of the college from all sources last year are in the neighborhood of \$50,000. No buildings are at present contemplated until the endowment of the college is increased. The present endowment of the college is about \$80,000. If the effort to raise \$100,000 should soon be successfully terminated, it will give us about \$170,000 of invested funds. While this would not be adequate, it would be a great improvement on the present situation.

"The tendency toward studies which can be turned directly into money is very strong. It is sad, indeed, that this is true. The American college was originated to educate for leadership in religious work. A writer recently said: "We find

now plenty of men who can deal with things, but very few who are competent to lead men." I fear that this is true and that further what leadership we have is less and less religious.

"This is a comment as to what the world wants—leaders in education and leaders in political life who shall be true and honest men—above all, leaders in church life who shall be able and willing to strengthen the conservative forces in society. There is a place today for a thousand men who are competent to do this work. There are thousands of men seeking positions, but what we need is not men who seek positions but men who fill them. And the men who fill positions are usually in demand for other and higher positions. This leaves room below for new men who should be continually coming to the front."

■ ■ ■

There is doubtless room for discussion of the question whether the average college of today is doing work of the standard of colleges in like class fifty years ago. There may be division of opinion as to whether the general mental training of the man who now receives his diploma is equal to that of one that graduated in the forties.

In this practical age it is certainly of greater importance to the future of the student to know what is occurring in the world while he is at school and college than it is for him to know what happened a thousand years or a hundred years before. It is of far more value to him to have acquaintance with the men and methods of today—the men and methods he will come in actual contact with a few years hence—than to know of those of ancient times. It is necessary for the sake of "culture" that he should have knowledge of the latter, but it is also necessary for practical equipment for everyday work in several professions as well as in literature that thorough information of current history be acquired. And we think the modern college, with its college magazine and its literary societies where the tendency is to debate subjects of live interest, is giving

more opportunity to the student to keep abreast of the world and its work than did the college of a half century ago. There are yet some young men who graduate at 21 with no more knowledge of the happenings of the world since their history books ended the story than if they had lived in a monastery, but this condition is not so common, we believe, as formerly. College libraries offer more advantages in current literature, newspapers are more freely read, while the college magazine and the college literary and debating societies stimulate inquiry and research.

■ ■ ■

Berea College has decided to carry the question of the constitutionality of the Day act—the new **The Color Line** in Kentucky statute under which persons of color are excluded from the institution—to the United States Supreme Court. This appeal of the highest court in the land will open up the color question anew in a way that must attract the attention of the whole country.

Berea College was founded by anti-slavery Kentuckians before the war, and for nearly forty years it has admitted as students "all young persons of good moral character," including negroes. In all these years there has been no scandal or collision growing out of the presence of the two races. The new law was not aimed at Berea because of any special occurrence or condition, but is simply an outgrowth of the general unfriendly sentiment of the South toward the negro.

The Day act went into effect in July, 1904. At the opening of the fall term that year the college violated both of its provisions in order to set up a test case. The Superior court of Kentucky has now declared constitutional that part of the statute which forbids the education of white and colored students in the same school, and unconstitutional the other part which forbids the college from establishing a school for colored persons within twenty-five miles of Berea.

This decision was in part a victory for the college. But the trustees feel

that the question at issue is a vital one not only to Berea, but to the country, and in no spirit of contention, but to determine the limits of the police power in the regulation of personal liberty, will seek a decision by the United States Supreme court.

The claim of the college is that twenty-five citizens of different states acting as a board of trustees have the right to organize a corporation for a lawful purpose and to accumulate property and to obtain vested rights without being hampered by arbitrary and oppressive legislation. It admits that the state of Kentucky has a right to control its own schools, supported by taxation. But it denies that it has the same right to interfere with the administration of a private school not supported by the state and free from scandal.

The college also holds that the principle involved is broader than the co-education of the races; that if it applies to a private school it might also be made to apply to a church or to a private family. In short, the college declares that a fundamental right of personal freedom is invaded; that its property rights are impaired and imperiled, and that the rights of all citizens are put in danger.

The decision of the Superior court of Kentucky is based on what is called the police power of the state, under the flexible provisions of which a state has the right to regulate morals and acts of public policy within its borders. It is not considered good public policy in the South for whites and negroes to associate in relations that imply social equality. In the Southern interpretation co-education implies social equality, and social equality implies amalgamation. Amalgamation is undesirable, and the state has therefore the right to forbid relations tending to amalgamation.

In the meantime, while endeavoring to have the Day act declared unconstitutional, the college will do something that at first glance seems to be inconsistent—will establish a separate department for persons of color close by, as permitted under the Kentucky court's decision.

The reasons for this step are that much time must elapse before the decision on the appeal can be rendered; that

the college feels a special responsibility for the colored people in a state which gives fewer advantages in the way of higher education than any other Southern state; that delay means a lessening of the influence of the college on the negroes; that the negroes are reconciled to the establishment of a separate school; that there never was a time when the negro so much needs friends and deserves better of them, and that even if the Day act is declared unconstitutional it is the belief of the college that if it should resume the co-education of the races a more stringent law would be enacted, so drawn as to meet the objections of the United States Supreme court.

The establishment of a separate school for the colored people is an heroic act on the part of the college. It might easily dodge the issue. It might easily be content with turning over to the negroes any sums given it for negro education and let them shift for themselves. Instead, it sets out to raise half a million dollars and to establish a separate department in the conviction that Berea owes to the negro a share in the name of the college, its prestige, and the public confidence in its board of trustees.

It will be noted by the student of American history that there is a loud echo of the famous Lincoln-Douglas debates. The fundamental reason for this attack on the negro in Kentucky is that from the Southern viewpoint social equality means amalgamation. Lincoln, it will be remembered, repudiated and refuted the logic that would make a negro woman his wife if he did not wish her as a slave.

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Ludwig Fulda, one of Germany's distinguished dramatists and authors, in a book containing an account of his recent visit to this country, bestows high and enthusiastic praise on American educational ideals and methods. He unreservedly approves co-education, and even advises German parents to send their daughters to our colleges, rightly observing that personal experience under the free spirit of American life would have a far-reaching, beneficial effect on Ger-

Foreigners on American Educational Methods.

man culture. Herr Fulda, in fact, predicts the definitive transfer of intellectual and cultural leadership and supremacy from Europe to America.

No greater tribute could be paid by a progressive German to the higher life of the United States, and especially to its educational activity.

It seems, however, that some of the "Mosely teachers" who have returned to England from their trip of inspection and investigation of our school system have some misgivings with regard to the complete success of American educational policy. They have found not a little to admire here. They were greatly impressed by our night schools for alien newcomers, by our keen interest and belief in the virtues of education, by our way of teaching the English Language, by our well-equipped laboratories, by our spacious school buildings, by the effort to provide seats for all children of the proper age, and so on.

But, on the other hand, "our curriculum is too crowded, on the science side especially," according to one London high school teacher. "There is," he continues, "the customary American tendency to hustle and rush things, and a consequent forgetfulness of the truth that education, to be sound, demands slow and sure treatment."

Does this tendency to hurry the pupil and overwork him, asks this teacher, permit the proper training of the powers of observation and original thought? Does it tend toward the making of character? And apropos of this it is suggested that our ideas of discipline have not yet been put to the test of life. We are dispensing with corporal punishment and trusting to moral suasion and freedom; we are seeking to establish confidence and sympathy between teacher and pupils. All this is excellent—if it works. Whether it works or not time alone will tell.

Foreign observers cannot in the nature of things be expected to gain real insight in the course of brief visits into the difficult and unsettled questions of our educational system. For example, the teaching of English, praised by London observers, leaves much to be desired, in the opinion of our own best educators. Moral culture, many hold, has been

rather neglected in our schools. The matter of overwork, of multiplying subjects at the expense of elementary studies, has by no means escaped attention here.

It is gratifying, however, to know that competent foreign visitors speak so favorably of many features of our system. We ought to send teachers and educators to Europe to make similar studies of the educational policies of England, Germany and France.

■ ■ ■

The faculty of the University of Chicago is considering a proposal to drop its system of affiliation with small colleges. Recommendations have been made to the two bodies of the faculty by the board of university relations urging that all the colleges now affiliated with the university be dropped. Members of the university council, which is the lower body of the faculty, already have acted favorably upon the proposal, and the matter now rests in the hands of the university senate.

The plan of drawing the small colleges into one group under the wing of the university has been classified by some of the members of the faculty as "idealistic and impracticable." Four colleges now affiliated with the university—John B. Stetson University of Florida, Des Moines College, Butler College, and Kalamazoo College—will be cut off from immediate connection with the university, if the senate agrees. Rush Medical College, which is classified as an affiliated institution, however, will not suffer the fate of the others, as it is held to be an integral part of the university.

The resolutions of the board of university relations which have been presented to the faculty of the university, include these statements:

"Since the university has no endowment to support the organization necessary to make the affiliated arrangement effective, and presupposed in the original plan, further efforts on the part of the university to realize the plan are not only superfluous but impracticable.

"The original plan contemplated affiliation with a large number of colleges and

its implications cannot be realized unless it is extended to include many colleges.

"It is unfortunate in many ways for the university to be in relations with four colleges which create misunderstandings about the policy of the university toward all other colleges."

■ ■ ■

President Nicholas Murray Butler, in his annual report of Columbia University, explains the position

President Butler on of the Columbia authorities regarding the abolition of foot-

ball. Here is his idea of the game as formerly played:

"It has come to be at war with every sound principle of college sport or athletic exercise. The moral qualities which it was supposed to foster were not strongly in evidence. At times when students should themselves be taking physical exercise for their own good they stood grouped by hundreds watching a contest between trained representatives of their own institution and another. That these contests were gladiatorial in character the history of the last few years of the game plainly proves. After 1900 years the words of Seneca were again applicable: 'Man who ought to be sacred to his fellow man is now killed by sport. * * * Kill him. Hammer him. Roast him. What makes him so shy of jumping on the gridiron. Why doesn't he knock them out? Does he want to live forever? * * * Tell me, do you not understand even this much, that disgraceful exhibitions react on those who permit them?'"

"Seneca was right. The most serious effects of intercollegiate football were not worked upon the participants but upon the spectators. There is not wanting evidence that the spectators, particularly the student spectators, were often swept into a vortex of hysteria and emotionalism which left its permanent mark upon their characters."

Dr. Butler makes the following remarks concerning the future of the school of journalism:

"In connection with Mr. Pulitzer's provision for a school of journalism it is interesting to record the progress which is being made in Germany in this department of human activity. The United

States consul at Brunswick has recently called attention to this subject in a report to the department of commerce and labor and points out that the list of lecture courses at the German universities during the summer of 1906 shows that journalism is rapidly becoming a more important branch of instruction. It is evident therefore that the subject of journalism is one which is feeling its way toward academic organization and academic recognition and we may well hope that when the time comes for us to undertake the organization of a school of journalism at Columbia our solution of the problems presented may be prompt and successful."

■ ■ ■

President Thwing of Western Reserve University, Cleveland, O., announces Western Reserve that through friends Scholarships to of his institution a Southern Students. number of valuable scholarships will be

offered hereafter to students from the Southern States. These scholarships will be worth two hundred dollars each per year, and will be good to each possessor for four years. The idea of the promoters of this plan is eventually to award scholarships in every Southern State. For the present experimental stage Georgia will be the favored State.

The scholarships will be awarded after a competitive examination held under the auspices of the State school authorities. The educational facilities within the State will be utilized in every possible way, the desire being to enlist the interest of local agencies, so as to secure their support and cooperation in making the plan productive of good.

The territory of the United States, denominated the South, evidences everywhere a general awakening. On every side one feels the thrill of the music of progress, the whirr of the spindle, the buzz of the saw and the roar of the furnace. The section is passing through a remarkable period of industrial development. It is fitting, then, in this time of material progress and prosperity, to consider the opportunities that are offered for the education of the young men of the South, and to aid these in every good way. When one recalls the adversities

under which the younger generation has toiled, due to no wrong of its own, it is a most creditable progress that it has made in educational matters. Good as it is, however, the standard in the South today is not what it should be. One Southerner, interested in these Southern scholarships, has expressed it thus: "I have long felt that if Georgia or any other State of the South is to maintain the high standard to which the past and the fundamental stock of which she has a right to be proud entitles it, she must raise the standard of education to a plane equal and above that of some of the sister States of the North." He goes on to say: "Education must be made more general. The number of men enjoying the privileges of an education must be increased. And it would be well if, while the number is being enlarged, the methods and habits of life of some of the other States could be studied and where worth while assimilated."

In 1904 there were 443 colleges and universities in the United States. Of this number 33, or 7.4 per cent, were in Ohio, while only 10, or 2.2 per cent, were in Georgia. In the same year the total population of the United States was 81,752,000. Of this total population, the population of Ohio, 4,157,545, was 5.8 per cent; that of Georgia, 2,216,331, was 2.7 per cent of the whole. Thus the number of institutions of higher learning in Georgia bears about the same ratio (2.2 per cent) to the total number of institutions in the United States that the population of Georgia (2.7 per cent) bears to the population of the United States. On the other hand, the former ratio of Ohio is 7.4 per cent, while that of the latter is only 5.8 per cent. The ratio of the institutions of higher learning in Ohio to the total number in the United States is larger than the ratio between the population of Ohio and that of the United States, while in Georgia the reverse is true.

In Ohio there are 4,157,545 people. Of this number 11,243 are in Ohio colleges and universities. In Georgia there are 2,216,331 people. Of this number 2,766 are in colleges and universities. In Ohio there is one student for every 369.78 people; in Georgia one for every 801.24

people. There are more than twice as many students in Ohio in proportion to the population as in Georgia. The reasons that have prompted this undertaking are traceable fundamentally to one motive, and that motive is a dual patriotism. On the one hand, it is for the benefit of the people of the great South, and on the other for the broadening and intensifying of a "common" national feeling and sympathy.

The result to be expected from the establishment of these scholarships is, first, in addition to a few men who can secure advantages of the scholarships, many more men will be inspired with a desire for a better education, which they will get somewhere and somehow. Second, the high schools and the grammar schools will be improved, and increased in numbers. These men will cooperate in intensifying the demand for better graded schools, both as an end in themselves for the boys and girls who cannot go further, and as better preparatory schools for the colleges and universities. And in the third place, and by no means least, a better understanding between the North and the South will result from the constant association, during the formative years, of the men who are, in later days, to come together to settle the weighty matters of commerce and of State.

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Two speakers, one a college man in business, the other a college man in college, discussed the subject of the college man in trade at the annual meeting and banquet of the New England Dry Goods Association. It was not a new subject by any means but it was handled in an interesting manner by Carl Dreyfus and Professor F. C. De Sumichrast of Harvard University.

Mr. Dreyfus, who was the first speaker, spoke of the three kinds of boys, those who won't get ahead, no matter what is done for them; those who are bound to make a success under any circumstances; and those who will get ahead if trained in the right way. Continuing, he said: "How many of you gentlemen are aware that most of the colleges are sub-

stituting for men who have actually decided to go into business, such courses as business law, which involves a consideration of contracts, what they really mean, how to make good contracts or rather how to keep from making poor ones, what bills and notes mean, sales, carriers and agency, things that arise every hour of the day?

How many know that there are courses on corporation work, about which so many of us only have superficial information, or knowledge of securities, what they represent and the various methods of handling them, the specific laws governing them, the financing of large enterprises, what underwriting really means, and finally the working of the money market; that there are courses on domestic and foreign trade, which include the distribution and handling of commercial products, the tariff and the duties and opportunities of consular work, and the very technique of business, which covers sources of raw material, the processes of manufacture, and what is so important, the subsequent markets for these products. Is it not plausible that it would help to make a good salesman in a leather or wool house if he understood well the sources and the markets for these raw products?

"That there are courses on modern advanced accounting and auditing, banking and private finance, transportation, administration and insurance. Think, gentlemen, of that interesting array of purely business topics, topics that are part and parcel of our everyday life. The institutions admit that while the multitude of details, varying with each industry must of necessity be acquired in any particular business, the underlying principles that establish the relationship between a given industry and the world in general and between employer and employee are subjects of instruction.

"The presidents of universities are commonly asked in the spring by large corporations, such as electric companies, fire and life insurance companies, railroads, auditing concerns, banks and other related businesses, and even the large department stores, to select the most desirable men from the graduating class.

What does this mean? That the college men they have tried have been found wanting or that they have made good? That college training is beneficial or harmful?

"It seems to me that the college man's place in business is more assured for him every day; the colleges have at last recognized the business world, they have taken it into their confidences; the business world appreciates the earnest efforts of the university, of which the frequent conferences between the educators and the merchant bear ample witness. President Eliot has said, and this seems to be the crux of the whole subject, that the old theory of a college education was to give the student knowledge in its abstract sense, while the modern theory is to give him power."

Professon de Sumichrast said in part:

"The trouble about talking to business men on this subject of the college training for a business man is that business men have a firm idea of college already formed, to the prejudice of the college training. I teach French literature, but I have no respect for the traditions of literature that do not allow men to think for themselves. I would not have students accept the opinion of others ready made. We have to start men's minds to working, and have them form opinions of their own, backed up by the facts. The man has got to swallow the facts, but must think for himself.

"Why this feeling that a college training unfits men for business?" And by way of explaining it Professor de Sumichrast went through the whole history of universities, their establishment in the first place as church normal schools, whose graduates were to teach church doctrines only; of the addition of medicine and law schools, and of "letters," as learning came to be valued for its own sake. Even Harvard, he said was founded to train up ministers, and the change to its present purpose has come within the lifetime of President Eliot. He told how the learning of science and the study of medicine or law required a general training in learning, and of the requirement of having taken a degree for admission to these schools. He spoke of

the deploring by many of the waste of time before specializing, and said that the time was not wasted, but well invested. He told his audience that as business men they had a right to expect from the university such courses that a man who had taken them would make faster and more certain progress than another who had not taken them, and he felt that the mental training and the traits of systematizing developed and encouraged by college courses fitted men for efficiency and even for leadership in the business world of today.

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Complaints are being made of the evil effect upon the Scottish universities of **Alleges Carnegie Gift a Menace to Scottish Universities.** Mr. Carnegie's gift of \$10,000,000. Sir William Sinclair, speaking at Aberdeen, declared that he had never met an Aberdeen graduate who had not denounced the influence of the Carnegie money.

Mr. Carnegie, it will be remembered, deposited in 1901 the sum of \$10,000,000 for the formation of a "Carnegie trust," the donor's wish being that "no student should be debarred from attending the Scottish universities on account of the payment of fees." Students of either sex who are Scottish born, or whose parents or grandparents were Scottish, have the right to apply to the trust for the payment of their fees. This provision has been interpreted with such latitude that cases are on record of negro students receiving aid.

"The practical effect of the gift," writes a correspondent, "is that most of the students at all the Scottish universities have drawn upon the money for the payment of their fees." In very many cases the students have thus been enabled to squander the sums sent by their parents for fees, concealing the fact that they had received help from the Carnegie funds.

Another disastrous effect of the gift is the starving of the extra university schools, in which poor students have hitherto been coached. By the aid of the Carnegie money most students are now able to go to the universities, and the schools which produced Livingstone

and scores of other famous Scots are in serious straits. It is also declared that the university professors, in view of the students' increased Carnegie resources, have raised their fees and become less earnest in their duties.

The sweeping charge is made that the Scottish student is losing his self-reliance, his sturdy independence, and his capacity for study under difficulties, and the whole nature of Scottish university training is undergoing a change for the worse.

■ ■ ■

The higher education of girls is one of the subjects of great interest to many people and a **Women Colleges In-crease in Growth.** study has been made of the institutions particularly prosperous. New England has two of the largest colleges for women—Smith and Wellesley—besides Mount Holyoke Seminary, the Woman's College of Brown University, the Simmons College. The middle Atlantic states have Vassar and Bryn Mawr, and there is a college for women in the Western Reserve. Some of the figures for the number enrolled this year shows Smith first with 1389; Wellesley, 1166; Vassar, 1006; Mount Holyoke, 720; Bernard, 585; Simmons, 479; Radcliffe, 454; Bryn Mawr, 426; Western Reserve, 278; Woman's College, Brown University, 186.

Comparing the women's colleges with the men's in growth a writer in the Boston Transcript finds that in ten years the women's colleges have grown at a rate greater than the men's. Smith's is now as large as Princeton was in 1904; Wellesley and Bryn Mawr have grown at the same rate as Yale and Michigan in that time. Smith is as large as the university of Indiana in 1905, Indiana at that time counting 1382, and Smith now numbering 1389. It is next smaller than Princeton, with 1424 students, and next larger than Missouri, with 1298. Wellesley, with its 1166, comes between Missouri and the University of Colorado, with its 750. Mount Holyoke approximates Colorado. Princeton is twentieth on the list of men's colleges, Indiana twenty-first and Missouri twenty-second.

There seems to be a difference of opin-

ion among those who are reading the signs of the times in regard to the education of women as to whether the woman's college will soon cease to flourish because of the popularity of coeducational institutions or whether the latter will not soon begin to show signs of decline. In the west everything points to the continued growth of the coeducational institutions, but in the east the established schools will, no doubt, hold their own for many years to come. The greater number of girls who prepare for college in the west, and particularly in St. Louis, enter the large women's colleges of the east.

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Professor Korn of the Munich University, has greatly improved his apparatus for transmitting photographs over telegraph wires. He has succeeded in sending photographs and sketches 6 or 7 inches square in this manner from Munich to Nuremberg, a distance of 100 miles, in from ten to fifteen minutes. The professor says that precisely the same results would be obtained if the photographs were transmitted over a telegraph line of any length.

The photograph which has to be transmitted is placed on a transparent glass cylinder, which revolves slowly and at the same time moves from right to left. A ray of light is thrown on the cylinder by means of an electric lamp and lens, and when the ray of light reaches the interior of the cylinder it is brighter or darker, according to the coloring of that particular part of the photograph which it passes.

Inside the cylinder is some selenium, which transmits electrical current in proportion to the intensity of the light brought to bear on it. The selenium transmits current more rapidly in bright light and less rapidly as the light decreases. The selenium is connected with the wire over which the photograph has to be transmitted.

The receiving apparatus consists of an electrical Nernst lamp placed inside a glass cylinder covered with sensitized paper. The lamp burns more or less brightly according to the varying current trans-

mitted through the selenium at the other end of the wire. It thus reproduces the exact shade of the original photograph, provided that the cylinder at each end of the wire revolve at exactly the same speed. Prof. Korn has invented a means of regulating the revolution of the cylinders, so that the speed is identical at both ends. Further improvements to the apparatus will shortly enable a photograph to be transmitted within two minutes.

■ ■ ■

A big college is a microcosm, and many men of many minds are seeking various things there,

College Life Helpful says a writer in the **in Many Ways.** **Metropolitan Magazine.**

There are some other good things to be had there besides the intellectual training. These other good things are much more likely to be added to the good scholars than to the poor ones, but it would be a pity if the good scholars monopolized them all. I don't think they do. In a big college like Harvard one considerable class of students are working for their immediate bread and butter. If they do well enough in their studies they get scholarships while they are in college, and find good chances to earn their livings as soon as they get out. With this group, already facing the serious work of life, the motive for immediate exertions is somewhat stronger than with the other large group whose circumstances are easier. If the poorer youths are apt to beat most of the richer ones in marks, it is because they need to, and because they are exposed to fewer and less alluring distractions. On the social side of college life the richer youths have rather the better chance to acquire some things that are valuable. I suppose it really pays some Harvard undergraduates to divert time and strength from scholastic duties to the Sisyphean task of gaining ground against Yale, or trying to provide—against experience—that a Harvard boat shall be more swiftly propelled down the Thames river than a similar boat from New Haven. And the social opportunities, the chance to live the life of the

place, to like and be liked, to gossip, to discuss, to invite one's soul, surely they are valuable, too.

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Feminine experts are receiving honors. Two recent events show that men of science recognize the ability of women to originate and carry out scientific research and inspire others with their spirit. One is that the Royal society of London awarded the Hughes medal to Mrs. W. L. Ayrton for her experimental investigations on the electric arc and also upon sand ripples; and the other event is the first lecture delivered at the Sorbonne in Paris by Mme. Curie in the chair of general physics of the University of Paris. But Mrs. Ayrton and Mme. Curie originated and carried out their scientific investigations unaided. And the tacit acknowledgement of their creative capacity essential to work of this kind is interesting and significant. Though some of Mrs. Ayrton's experiments on the electric arc were in the laboratories under Prof. Ayrton's charge, it was to her alone that the conception and carrying out of the experiments were due, as well as the original speculations deduced from the results. The logical result of the action of the Royal society and the University of Paris is that women should be eligible for election into any society or academy that exists for the purpose of extending the boundaries of natural knowledge.

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The British trade unions had not in their origin any direct concern with education, says the

**100,000 Workers
Each Give a Penny
to Ruskin.**

Fortnightly Review. But it is a fact of no ordinary significance

that some of the leading unions should be taking very great interest in the higher education of the workman.

For the last three years some 100,000

workingmen, members of the Amalgamated Society of Engineers, have made three levies of one penny each to help on the work of Ruskin College at Oxford. This levy produces over £300 a year, and by means of it six engineers are maintained for a year's course of study at the college. Smaller but substantial sums have been contributed to the same institution by the London Society of Compositors, by the Lanarkshire Miners' County Union, by the Amalgamated Association of Beamers, Twisters and Drawers, by the Derbyshire miners and the Durham miners, while a large number of other societies appear among the donors and subscribers.

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President Gustav Andreen of Augustana College, Rock Island, Ill., who favors the spelling reforms

**To Reform Swedish
Spelling.** advocated by President Roosevelt, has

approved the adoption by Augustana College of similar changes in the spelling of Swedish, recently officially promulgated in the mother country, but not yet generally adopted in schools or by the press. The change will be of great benefit to beginners, it is expected, as it includes two of the most difficult sounds in the Swedish language. Words which have previously been spelled with fv or f and have the v sound will be spelled with v. Words with the dt sound, which has been the most difficult one to master in the language, in the new system will be spelled with the t or in some cases tt.

Dr. Andreen, in explanation of the change at the college, stated that the alterations made in the system of spelling at Augustana made it conform to the official spelling of Sweden. It is the result of several years of study and work by Swedish etymologists and was taken up first by the Swedish Academy.

OF CURRENT INTEREST

EXTRAVAGANCE IN FRATERNITY LIFE.

The evils of college fraternity life were discussed at Columbia's alumni banquet in a way that should cause fraternity men and the faculties of colleges and universities to ponder methods by which the brotherly spirit of college orated, "it will grow worse and worse, until, like football, it will reach a stage where the people will rise up and compel the fraternities to come down from their lofty position."

The fraternity spirit takes a wrong trend even in high school life, where it ganizations may be preserved while the dangerous tendencies are curbed. Professor Rudolph Tombo, registrar of Columbia University, and national president of the Theta Delta Chi fraternity, declared that unless the evil of extravagance which has developed to menacing proportions in fraternity life is eradicated, exclusiveness and social rivalry, both of which are out of harmony with the democracy that should characterize all public institutions. This evil has been so pronounced in many instances that the authorities of high schools have prohibited the organization of fraternities, preferring to sacrifice the good in organization and co-operation rather than permit the introduction of a class spirit with its unwholesome leanings.

Rivalry is the foundation of the fraternity evil. In the high schools each fraternity claims to be the best and tries to outdo the others. This can be accomplished only by the expenditure of time and money, and the struggle interferes with the duties of the pupils. In the colleges and universities the young men and women are induced to join this or that fraternity because of the elegance of its "frat" house and the quality of its membership. As Professor Tombo says, "one fraternity builds a luxurious house, lavishly furnished and equipped; a rival fraternity becomes jealous and builds a house that is far better than the other; and that's the way it goes."

Reform in fraternity practices is quite as important for the universities as reform in football and athletics generally. Many a parent has taken his boys from the university because he could not keep pace with the financial demands resulting from effort to be "one of the boys" in fraternity life. And if parents generally should come to feel that sending boys to universities is deliberately exposing them to temptations that can be resisted only by the strongest of wills, they will prefer to keep their sons at home and let them get their education through experience in practical life.



THE IDEAL CITIZEN.

In the first place, he is a married man, with a home, a cheerful wife and some children. This is based on the idea that the home is the foundation of true national life, and that a man's selfishness is reduced by a love for others. He is a sober man, both in habit and speech. He avoids places of drunkenness, and all idle, profane and impure talk. He reads good books and thinks upon subjects related to the duties of life. He studies public questions, discusses them and endeavors to apply right knowledge.

He is a candid man, will take no advantage of falsehood and appeals to no prejudice. He wants the truth first of all, and when he is sure of it he stands for it courageously. He takes an interest in wholesome enterprises in his community. He pays his debts, he goes to church, he supports all educational enterprise, he always votes, he patronizes lectures and worthy entertainments, he obeys the law, he avoids mean gossip, he indulges in no petty quarrels, is courteous, kind and just to all. He is optimistic, but with enough apprehension to make life more serious than gay, but throughout it all is a vein of good humor that sees the brighter side of things. In fine, he is hopeful, cheerful, helpful, and trusts in God as he trusts in the law of gravitation.

Now, these are possibly not practicals. They are only ideals. They don't set themselves up for anything else. But ideals are useful. In fact, all good men have ideals; high points of living to which they aspire. They are our happiest people. They are our worthiest citizens. So please do not despise these ideals. Pick out a few, that you do not happen to have, to work up to; and finally, in the language of Burns to his young friend.

"And may you better reckon the rede,
Than ever did the adviser."

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TECHNICAL SCHOOL REQUIREMENTS.

The technical professions now demand of their members for the higher planes of successful practice the same general educational preparation for professional study as that required by the best law and medical schools. Without entering into a discussion as to the relative merits of the educational work done by the small college and by that forming a subordinate member of the university, it is sufficient to say that this part of a well-rounded course of professional study harmonizes completely with the university system and is in fact an essential element of it. Both for technical efficiency, therefore, and for the broadest and best educational motives the technical school is bound to find its strongest development in an environment of universal study and investigation. The university has long since lost the character, if it ever properly had it, of a place where abstractions of learning, separated from the things which only give them life, are to be dispensed after the manner of instruction to men who are never to deal with the affairs of life. It has come to be an intensely practical working agent. It is effective and worthy of support only in so far as it makes itself felt in the real life of the community. If it is to be a true and real center of instruction it is imperative that it shall carry knowledge into every useful calling, governmental, corporate, or private. The time will soon come, if indeed it is not already reached, when it only can prepare men to administer and extend in a rational and moral way the great industrial ac-

tivities which at the present time form the foundation of the material prosperity of the modern world.

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PENMANSHIP ONCE MORE A FINE ART.

There is a renaissance in penmanship, despite the speedy comforts of the typewriters. Ten years ago it probably would not have occurred to any one to show a page of manuscript at any exhibition; today pages or books of script form a feature of every show which takes to itself the name of arts and crafts. Some of the work is in Roman capitals, but the form of letter usually adopted is the uncial or half-uncial. Apparently all the writers have founded themselves in these models. Within these last few years not only has the art attracted a good deal of attention, but it has become quite the rage, so that in some circles it creates no more surprise now to learn that an amateur is taking lessons in script than it would have done some years back to be told that he or she had taken to poker work. From one viewpoint it is difficult to say where writing ends and illustration begins, but though in the recent revival the two arts naturally have gone hand in hand, the scribe and the illuminator are not necessarily one and the same person. Some of the illuminations show most elaborate and minute figure decoration, so delicate in coloring and so refined in treatment that it challenges comparison with the best of old work.

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AN EDUCATIONAL MUSEUM.

The St. Louis Board of Education has established an educational museum in order to improve the instruction in geography and science by furnishing apparatus and illustrations for daily lessons.

Loan collections from this museum are distributed among different schools as they are needed. The Loan Collection in this museum are classified under the following headings: Food Products, Material for Clothing, Domestic Woods, Mounted Domestic Birds, Reptiles, Insects and their Near Relatives, Butterflies and Moths, Crustaceans, Mollusks, Echinoderms, Corals, Sponges, Minerals, Collections of Articles Used by the In-

habitants of the Philippine Islands, Miscellaneous Collections Showing the Manufacture of Various Articles, Collections Illustrating Life and Occupations of North American Indians, Collections of Apparatus to Illustrate Lessons in the seventh and eighth grades, Collections of Apparatus to Illustrate Lessons in Physical Geography.



LONGFELLOW POND AT WELLESLEY.

Wellesley has its sheaf of associations with the poet Longfellow—associations which grew out of those early days when Mr. Durant's newly-opened college for women drew thither many such famous people as Longfellow, Whittier, Mr. and Mrs. James T. Fields, Ole Bull, John B. Gough. Wellesley students of each succeeding year hear the story of Longfellow's visit when the silvery sheet of water near the eastern entrance to College Hall was named in his honor.

"Longfellow's Pond" plays a manifold part in college life. Annually its borders are searched, in the interests of science, for the minute, important biological specimens; annually, also, its shining surface and graceful fountain-jet give heightened artistic effect to the setting of the Shakespeare dramas and to the other open-air pageants. And around Longfellow's Pond, oftentimes on October and May or June Sunday afternoons, are held the open-air meetings of various branches of the Christian Association. Forever—save in low-water seasons—the miniature pond is a thing of beauty and a joy.

Longfellow's first visit to Wellesley was in the autumn of 1875, the year of the opening of the college. In the library, among other valued souvenirs, hangs a framed letter from Longfellow to Mr. Durant referring to this occasion:

Cambridge, Oct., 29, 1875.

My dear Sir—I was extremely gratified by my visit to your college, and want to thank you (for) your very hospitable reception. The beauty of the situation of the building and all its external arrangements, cannot fail to strike everyone. It fulfil and surpass your most ardent wishes.

I have requested Messrs. Williams &

Everett to send you a large, and I think a better, likeness of myself than the one you now have. Be kind enough to accept it as a mark of my interest in the college, and if you are willing, give it a place on your walls.

With my compliments and regards to Mrs. Durant and to Miss Howard, and my best wishes for the prosperity of Wellesley College, I am, my dear sir,

Yours truly,

HENRY W. LONGFELLOW.

Near the entrance to the library, against an alcove projection on the left, hangs the portrait alluded to, bearing Longfellow's autograph and the date "May 25, 1875." Below the portrait is placed a framed copy of "The Psalm of Life" in the poet's round, clear handwriting, and bearing the date, "Sept. 3, 1876." Through the kindness of Mrs. Durant, the college library has lately come into possession, also, of the following letter. The poem referred to is "The Psalm of Life," already mentioned:

Cambridge, Sept. 6, 1876.

My dear Sir—It gives me great pleasure to comply with your request. I have copied the poem and had it framed for you. It will be sent by express tomorrow. I hope you will like the style in which it is done. I made several experiments, and found it impossible to bring the verses into a small compass without crowding.

I have such pleasant recollections of Wellesley that I shall be most happy to come again if I can find a leisure day.

With kind remembrances to Mrs. Durant and to the captain and the crew of the *Evangeline*. Yours very truly,

HENRY W. LONGFELLOW.

It was on the occasion of this second visit that the ceremony of naming the pond was carried out in the presence of Mr. and Mrs. Durant, the college officers, instructors and students. Wellesley had only one building in those days, and her students were counted by tens instead of by hundreds, as today. But, though the numbers present were comparatively few, the occasion is spoken of as one of great enthusiasm. There was a college crew, even in those early days, and not only was the pond named for

the poet, but the first crew boat—long since relegated to oblivion—which floated upon the close neighboring Lake Waban, was given the name of Evangeline, in recognition of the widely popular poem.



COLLEGIATES IN BUSINESS.

At one time it was thought that a college education was desirable only for those who expected to follow some intellectual work, such as professors in the colleges to teach other prospective teachers, or as literary men.

It was thought that a knowledge of the high school curriculum was all that was needed to fit a man for any business, aside from the harsh tutelage in the bitter school of experience.

But happily the fallacy has past.

It is now proven by statistics, and statistics are stern arguments, that in the last fifteen years the per cent of college graduates who go into business has been increased from practically nothing to over 50 per cent.

It is realized that the man who has a full and intimate grasp of the classics, of the languages, of higher mathematics, and of the sciences of law, finance and sociology is better fitted to grasp the stern problems of an active business or commercial life than one who is not so equipped.

Not only this, but it adds materially to his capacity for the enjoyment of the good things in a life that is all too short for the broad-minded, liberal man.

It gives a man a finesse he can get no other way, and in saying this no invidious comparisons are made with other methods of education, for some of the noblest, grandest, manliest men in history were unlettered or possessed a knowledge only of the rudiments, and can only wonder what such men would have been had they had the advantage of a collegiate training.

There is some college discipline that is really hurtful as it develops an effeminate nature, but this is often as much the fault of the subject as of the college.

The true mission of the college is to

make men of those who enter its doors, tall men, sun-crowned men, men who rise above the petty things of life and live for God and their brother man.



A New York state teacher has utilized the post-card craze in her school. Through a postal card exchange she put her pupils in communication with the school children of a foreign country. The thing grew until within the last three years the children have exchanged postals with pupils in Africa, Alaska, Australia, Canada, Ceylon, Cuba, India, Hawaii, the Philippines, Japan, Java, Iceland, New Zealand, Porto Rico, Prince Edward Island, Tasmania, most of the countries of South America and Europe and most of the American states. The school was located in a little country town where there was no public library and comparatively few pictures and books. The post-cards brought the children into touch with the whole world in a way no other means at their command would have done. They developed a mania for the exchange and learned an astonishing amount of geography from it. As some of the places from which they received cards were not to be found on the maps of their text books, the wise teacher communicated with transportation companies and got railroad maps and literature. Occasionally instead of a regular geography lesson the children were allowed to display cards which they had received, and tell all they knew of the places they came from, people, occupations, natural resources and history. When they knew nothing about the place they were encouraged to write to the sender of the card and find out; and as these letters were not permitted to be sent until written correctly, the post-cards helped them in English as well as geography. The children had their ideas very much expanded when they found that some foreign boys and girls of their own age could write to them in English. This school has become marked for the intelligence of the pupils and the amount of information they possess about the world at large.

DUTY OF COLLEGE MEN

An Address by President Roosevelt at a Banquet of the Harvard Alumni.

A great university like this has two especial functions. The first is to produce a small number of scholars of the highest rank, a small number of men who, in science and literature, or in art, will do productive work of the first class. The second is to send out into the world a very large number of men who never could achieve, and who ought not to try to achieve, such a position in the field of scholarship, but whose energies are to be felt in every other form of activity; and who could go out from our doors with the balanced development of body, of mind, and above all, of character, which shall fit them to do work both honorable and efficient.

"Much of the effort to accomplish the first function, that of developing men capable of productive scholarship, as distinguished from merely initiative, annotative, or pedagogic scholarship, must come through the graduate school. The law school and medical school do admirable work in fitting men for special professions, but they in no shape or way supply any shortcomings in the graduate school any more than does the college proper, the college of the undergraduates.

"The ideal for the graduate school and for those undergraduates who are to go into it must be the ideal of high scholarly production, which is to be distinguished in the sharpest fashion from the mere transmittal of ready-made knowledge without adding to it.

"If America is to contribute its full share to the progress not alone of knowledge, but of wisdom, then we must put ever-increasing emphasis on university work done along the lines of the graduate school. We can best help the growth of American scholarship by seeing that as a career it is put more on a level with the other careers open to our young men. The general opinion of the community is bound to have a very great

effect even upon its most vigorous and independent minds. If in the public mind the career of the scholar is regarded as of insignificant value when compared with that of a glorified pawnbroker, then it will with difficulty be made attractive to the most vigorous and gifted of our American young men. Good teachers, excellent institutions and libraries are all demanded in a graduate school worthy of the name. But there is an even more urgent demand for the right sort of student. No first-class science, no first-class literature or art can ever be built up with second-class men.

"The scholarly career, the career of the man of letters, the man of arts, the man of science, must be made such as to attract those strong and virile youths who now feel that they can only turn to business, law or politics. There is no one thing which will bring about this desired change, but there is one thing which will materially help in bringing it about, and that is to secure to scholars the chance of getting one of a few brilliant positions as prizes if they rise to the first rank in their chosen career. Every such brilliant position should have as an accompaniment an added salary, which shall help indicate how high the position really is; it must be the efforts of the alumni which can alone secure such salaries for such positions.

"As a people I think we are waking up to the fact that there must be better pay for the average man and average woman engaged in the work of education. But I am not speaking of this now; I am not speaking of the desirability, great though that is, of giving better payment to the average educator. I am speaking of the desirability of giving to the exceptional man the chance of winning an exceptional prize, just as he has the chance to do in law and business. In business at the present day nothing could be more healthy than an immense reduc-

tion in the money value of the exceptional prizes thus to be won; but in scholarship what is needed is the reverse. In this country we rightly go upon the theory that it is more important to care for the welfare of the average man than to put a premium upon the exertions of the exceptional. But we must not forget that the establishment of such a premium for the exceptional, though of less importance, is nevertheless of very great importance. It is important even to the development of the average man, for the average of all of us is raised by the work of the great masters.

"It is, I trust, unnecessary to say that I appreciate to the full the fact that the highest work of all will never be affected one way or the other by any question of compensation. And much of the work which is really best for the nation must from the very nature of things be non-remunerative as compared with the work of the ordinary industries and vocations. Nor would it ever be possible or desirable that the rewards of transcendent success in scholarship should even approximate, from a monetary standpoint, the rewards of other vocations. But it is also true that the effect upon ambitious minds cannot but be bad if as a people we show our very slight regard for scholarly achievement by making no provision at all for its reward. The chief use of the increased money value of the scholar's prize would be the index thereby afforded of the respect in which it was popularly held. The American scientist, the American scholar, should have the chance at least of winning such prizes as are open to his successful brother in Germany, England or France, where the reward paid for first-class scholarly achievement are as much above those paid in this country as our rewards for first-class achievement in industry or law are above those paid abroad.

"But of course what counts infinitely more than any possible outside reward is the spirit of the worker himself. The prime need is to instill into the minds of the scholars themselves a true appreciation of real as distinguished from sham success. In productive scholarship, in

the scholarship which adds by its work to the sum of substantial achievement with which the country is to be credited, it is only first class work that counts. In this field the smallest amount of really first-class work is worth all the second-class work that can possibly be produced; and to have done such work is in itself the fullest and amplest reward to the man producing it. We outsiders should according to our ability aid him in every way to produce it. Yet all that we can do is but little compared to what he himself can and must do. The spirit of the scholar is the vital factor in the productive scholarship of the country.

"So much for the first function of the university, the sending forth of a small number of scholars of the highest rank who will do productive work of the first class. Now turn to the second, and what may be called the normal function, of the college, the function of turning out each year many hundreds of men who shall possess the trained intelligence, and especially the character, that will enable them to hold high the renown of this ancient seat of learning by doing useful service for the nation. It is not my purpose to discuss at length what should be done in Harvard to produce the right spirit among the men who go out of Harvard, but rather to speak of what this spirit should be.

"Nor shall I speak of the exceptions, the men to whom college life is a disadvantage. Randolph, of Roanoke, he of the biting tongue, once remarked of an opponent that he reminded him of certain tracts of land 'which were almost worthless by nature, and became entirely so by cultivation.' Of course, if in any individual university training produces a taste for refined idleness, a distaste for sustained effort, a barren intellectual arrogance, or a sense of supercilious aloofness from the world of real men who do the world's real work, then it has harmed that individual; but in such case there remains the abiding comfort that he would not have amounted to much anyway. Neither a college training nor anything else can do much good to the man of weak fiber or to the man with a twist in his moral or intellectual make-up.

But the average undergraduate has enough robustness of nature, enough capacity for enthusiasm and aspiration, to make it worth while to turn to account the stuff that is in him.

"There are, however, two points in the undergraduate life of Harvard about which I think we have a right to feel some little concern. One is the growth of luxury in the university. I do not know whether anything we can say will have much effect on this point, but just so far as the alumni have weight I hope to see that weight felt in serious and sustained effort against the growing tendency to luxury, and in favor of all that makes for democratic conditions. One of our number, the one whom I think the rest of us most delight to honor—Colonel Higginson—has given to our alma mater the Harvard Union, than which no better gift, no gift meeting a more vital need, could have been given to the university.

"It is neither possible nor desirable to try to take away all social differences from the student life, but it is a good thing to show how unimportant these differences are compared to the differences of real achievement, and compared also to the bonds which should unite together all the men who are in any degree capable of such real achievement; bonds, moreover, which should also knit these capable men to their brethren who need their help.

"The second point upon which I wish to speak is the matter of sport. Now I shall not be suspected of a tendency unduly to minimize the importance of sport. I believe heartily in sport. I believe in outdoor games, and I do not mind in the least that they are rough games, or that those who take part in them are occasionally injured. I have no sympathy whatever with the overwrought sentimentality which would keep a young man in cotton wool, and I have a hearty contempt for him if he counts a broken arm or collar bone as of serious consequence, when balanced against the chance of showing that he possesses hardihood, physical address and courage.

"But when these injuries are inflicted by others, either wantonly or of set de-

sign, we are confronted by the question, not of damage to one man's body, but of damage to the other man's character. Brutality in playing a game should awaken the heartiest and most plainly shown contempt for the player guilty of it; especially if this brutality is coupled with a low cunning in committing it without getting caught by the umpire. I hope to see both graduate and undergraduate opinion come to scorn such a man as one guilty of base and dishonorable action, who has no place in the regard of gallant and upright men.

"It is a bad thing for any college man to grow to regard sport as the serious business of life. It is a bad thing to permit sensationalism and hysteria to shape the development of our sports. And finally it is a much worse thing to permit college sport to become in any shape or way tainted by professionalism, or by so much as the slightest suspicion of money making; and this is especially true if the professionalism is furtive, if the boy or man violates the spirit or the rule while striving to keep within the letter. Professional sport is all right in its way. I am glad to say that among my friends I number professional boxers and wrestlers, oarsmen and baseball men, whose regard I value, and whom in turn I regard as thoroughly good citizens.

"But the college undergraduate, who, in furtive fashion, becomes a semi-professional is an unmitigated curse, and that not alone to university life and to the cause of amateur sport; for the college graduate ought in after years to take the lead in putting the business morality of this country on a proper plane, and he cannot do it if in his own college career his code of conduct has been warped and twisted. Moreover, the spirit which puts so excessive a value upon his work as to produce this semi-professional is itself unhealthy.

"I wish to see Harvard win a reasonable proportion of the contests in which it enters, and I should be heartily ashamed of every Harvard athlete who did not spend every ounce there was in him in the effort to win, provided only he does it in honorable and manly fashion. But I think our effort should be to

minimize rather than to increase that kind of love of athletics which manifests itself, not in joining in the athletic sports, but in crowding by tens of thousands to see other people indulge in them. It is a far better thing for our colleges to have the average student interested in some form of architects than to have them all gather in a mass to see other people do their athletics for them.

"So much for the undergraduates. Now for the alumni, the men who are at work out in the great world. Of course, the man's first duty is to himself and to those immediately dependent upon him. Unless he can pull his own weight, he must be content to remain a passenger all his life. But we have a right to expect that the men who come out of Harvard will do something more than merely pull their own weight. We have a right to expect that they will count as positive forces for the betterment of their fellow-countrymen; and they can thus count only if they combine the power of devotion to a lofty ideal with practical common sense in striving to realize this ideal.

"This nation never stood in greater need than now of having among its leaders men of lofty ideals, which they try to live up to and not merely to talk of. We need men with these ideals in public life, and we need them just as much in business and in such a profession as the law. We can by statute establish only those exceedingly rough lines of morality, the overpassing of which means that the man is in jeopardy of the constable or the sheriff. But the nation is badly off if in addition to this there is not a very much higher standard of conduct, a standard impossible effectively to establish by statute, but one upon which the community as a whole, and especially the real leaders of the community, insist.

"Take such a question as the enforcement of the law. It is, of course, elementary to say that this is the first requisite in any civilization at all. But a great many people in the ranks of life from which most college men are drawn seem to forget that they should condemn with equal severity those men who break the law by committing crimes of mob

violence, and those who evade the law, or who actually break it, but so cunningly that they cannot be discovered, the crimes they commit being not those of physical outrage, but those of greed and craft on the largest scale. The very rich man who conducts his business as if he believed that he were a law unto himself, thereby immensely increases the difficulty of the task of upholding order when the disorder is a menace to men of property; for if the community feels that rich men disregard the law where it affects themselves, then the community is apt to assume the dangerous and unwholesome attitude of condoning crimes of violence committed against the interests which in the popular mind these rich men represent. This last attitude is wholly evil; but so is the attitude which produces it.

"We have a right to appeal to the alumni of Harvard, and to the alumni of every institution of learning in this land, to do their part in creating a public sentiment which shall demand of all men of means, and especially of the men of vast fortune, that they set an example to their less fortunate brethren, by paying scrupulous heed not only to the letter but to the spirit of the law, and by acknowledging in the heartiest fashion the moral obligations which can not be expressed in law, but which stand back of and above all laws. It is far more important that they should conduct their business affairs decently than that they should spend the surplus of their fortunes in philanthropy.

"Much has been given to these men and we have a right to demand much of them in return. Every man of great wealth who runs his business with cynical contempt for those prohibitions of the law which by hired cunning he can escape or evade, is a menace to our community; and the community is not to be excused if it does not develop a spirit which actively frowns on and discounts him. The great profession of the law should be that whose members ought to take the lead in the creation of just such a spirit. We all know that, as things actually are, many of the most influential and most highly remunerated

members of the bar in every center of wealth make it their special task to work out bold and ingenious schemes by which their very wealthy clients, individual or corporate, can evade the laws which are made to regulate in the interest of the public the use of great wealth.

"Now, the great lawyer who employs his talent and his learning in the highly remunerative task of enabling a very wealthy client to override or circumvent the law is doing all that in him lies to encourage the growth in this country of a spirit of dumb anger against all laws and of disbelief in their efficacy. Such a spirit may breed the demand that laws shall be made even more drastic against the rich, or else it may manifest itself in hostility to all laws. Surely, Harvard has the right to expect from her sons a high standard of applied morality, whether their paths lead them into public life, into business or into the great profession of law, whose members are so potent in shaping the growth of the national soul.

"But, in addition to having high ideals, it cannot too often be said to a body such as is gathered here today that, together with devotion to what is right must go practical efficiency in striving for what is right. This is a rough, workaday, practical world, and if in it we are to do the work best worth doing, we must approach that work in a spirit remote from that of the mere visionary, and, above all, remote from that of the visionary whose aspirations after good find expression only in the shape of scolding and complaining. It shall not help us if we avoid the Scylla of baseness of motive, only to be wrecked on the Charybdis of wrong-headedness, of feebleness and inefficiency. There can be nothing worse for the community than to have the men who profess lofty ideals show themselves so foolish, so narrow, so impracticable, as to cut themselves off from communion with the men who are actually able to do the work of governing, the work of business, the work of the professions.

"It is a sad and evil thing if the men

with a moral sense group themselves as impractical zealots, while the men of action gradually grow to discard and laugh at all moral sense as an evidence of impractical weakness. Macaulay, whose eminently sane and wholesome spirit revolted not only at weakness, but at the censorious folly which masquerades as virtue, describes the condition of Scotland at the end of the seventeenth century in a passage which every sincere reformer should keep constantly before him:

"'It is a remarkable circumstance that the same country should have produced in the same age the most wonderful specimens of both extremes of human nature. Even in things indifferent the Scotch Puritan would hear of no compromise; and he was but too ready to consider all who recommended prudence and charity as traitors to the cause of truth. On the other hand, the Scotchmen of that generation who made a figure in Parliament were the most dishonest and unblushing time-servers that the world has ever seen. Perhaps it is natural that the most callous and impudent vice should be found in the near neighborhood of unreasonable and impracticable virtue. Where enthusiasts are ready to destroy or be destroyed for trifles magnified into importance by a squeamish conscience, it is not strange that the very name of conscience should become a byword of contempt to cool and shrewd men of business.'

"The men who go out from Harvard into the great world of American life bear a heavy burden of responsibility. The only way they can show their gratitude to their alma mater is by doing their full duty to the nation as a whole; and they can do this full duty only if they combine the high resolve to work for what is best and most ennobling with the no less resolute purpose to do their work in such fashion that when the end of their days comes they shall feel that they have actually achieved results and not merely talked of achieving them."

GENERAL COLLEGE NEWS

At the opening exercises of the new year President Warfield of Lafayette College announces that \$325,000 has been subscribed toward the \$500,000 endowment which is being raised to mark the seventy-fifth anniversary of Lafayette College. Of this sum Andrew Carnegie has given \$50,000 for a mechanical engineering course. He will give an additional \$50,000 provided the half million is secured. The gift from Mr. Carnegie is one of the largest ever received by Lafayette and it will enable the addition of a course for which the faculty has been working for several years. The college now has courses in civil, mining and electrical engineering, in addition to the regular collegiate courses.

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At a time when, according to the report of President Hamilton, Tufts College is greatly in need of ready money, the college has received an almost wholly unexpected bequest that is expected to amount to \$200,000. It is from the estate of the late John C. Frye of Boston, who died several years ago. He left his property to his two sons, with the proviso that if both should die without issue the bulk of his estate should go to Tufts College. Both sons have died without issue, the second one recently, and the college will receive the money. It is said that the money comes without conditions, so that it can be used where it is most needed.

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A dormitory for girls to cost \$35,000 and large enough to house nearly one hundred students, has been assured Franklin College, Franklin, Ind. The money needed for the erection of the structure is in sight, and it is the intention of the board to have work commenced at once. Work will be pushed on the building throughout the summer and if possible the dormitory will be opened in time for the fall term. A building of this nature has been much needed at the college. The attendance

of girls at present is only about sixty, the lack of facilities, it is believed, being the principal cause for the small attendance.

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The proposition on which the American Home Mission Society of the Baptist Church has agreed to help rebuild Roger Williams University has been announced. The proposition submitted by the Mission Society is this—that it will supply \$15,000 toward the purpose provided the negroes raise \$10,000. In addition to this amount of money the society will donate a location, giving full title, except to retain the right to reclaim the property should it ever be turned over for any purpose other than educational.

The new university will be a different organization from the old institution. It will be under the control and management of a board of colored trustees and will be presided over by a colored President. So that really the only part played by the Mission Society will be the contribution of the above mentioned amount and the title to a suitable location.

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It is said that John D. Rockefeller will give the University of Chicago in the near future a gift of several millions for the purpose of maintaining a fund for pensioning superannuated professors of the institution. The Rockefeller pension system was announced following the news that the university had been excluded from sharing in the benefits of the \$10,000,000 pension fund of the Carnegie Foundation for the Advancement of Teaching on the ground that it was a denominational school. The university's independent fund will make possible substantially greater allowances to the aged professors than would come from the Carnegie foundation. The plan has been contemplated for some time, according to the university authorities, and Mr. Rockefeller has gone over the matter personally. He favors the idea heartily, and

a number of the provisions of the scheme as it will appear at its completion will be his own.

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The chair of chemistry at the University of Pennsylvania has been endowed with the sum of \$100,000 by some one who wishes his or her identity concealed for the present. It is generally understood, however, by University men that Mrs. Anna Weightman Walker made the donation. The suggestion was made to Mrs. Walker several months ago that she endow the chair of chemistry, which is now filled by Dr. Edgar F. Smith, the vice provost. Shortly after the death of William Weightman, her father, she built a hall in the University's gymnasium in memory of her brothers, John and William, both of whom were chemists. It cost \$50,000.

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President Fisher of Lombard College, Galesburg, Ill., has announced that the endowment of the college as a result of a canvass just completed has been increased \$100,000. The largest individual gift was \$25,000 from Andrew Carnegie. This was conditioned on the college raising \$75,000 more. Thomas Lowry of Minneapolis gave \$10,000.

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It has been announced that the women's college to be erected by the North Alabama and Alabama conferences of the Methodist Episcopal Church, South, will in all probability be located in Montgomery.

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Ex-Governor Andrew J. Seay has donated \$5,000 to Kingfisher Congregational College, Okla., for the construction of a building for the industrial department of the school. It is generally understood that this is only the first of a number of donations which the ex-governor intends making to this institution. The Kingfisher Congregational college has been fortunate in receiving numerous gifts of importance. With the assistance of Dr. Pearson of Chicago the institution recently secured a \$100,000 endowment.

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The legislature of Tennessee have

passed a bill to appropriate \$250,000 for the George Peabody College for teachers at Nashville. Governor Patterson recommended the appropriation, and will sign the bill. The City of Nashville has appropriated \$200,000 and the County of Davidson \$100,000 for the institution. The present college buildings and sixteen acres of ground occupied by them are to be turned over to the proper authorities, on condition of which the Peabody board of trustees agrees to contribute \$1,000,000 as an endowment fund for the maintenance of the college. This insures the location of the college in Nashville.

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Rockford College, Rockford, Ill., has received an offer of a \$35,000 gift from Andrew Carnegie to apply on a \$70,000 dormitory, provided \$50,000 is raised for a general improvement fund. This announcement, made at a midwinter festival of the alumnae, has caused general rejoicing among the faculty, students and friends of the institution.

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The ways and means committee of the Chicago Commercial Association have adopted a resolution to be presented to the executive committee advocating an appropriation of \$10,000 by the legislature, to be expended by the University of Illinois, in establishing a night school of finance commerce and accounts in Chicago. The suggestions that led to the resolution were made by Professor David Kinley of the University of Illinois.

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The closing session of the Union of American Hebrew Congregations held in Atlanta last month was characterized by an enthusiastic support of the Hebrew Union College at Cincinnati, a subscription of nearly \$30,000 being raised, with the promise of more later. It is proposed to raise \$100,000 for enlarging the institution.

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Iowa College, Grinnell, Ia., was notified last month of a second gift of \$50,000 from Andrew Carnegie in a telegram to President Main from Dr. Albert Shaw of New York. Iowa College is

a Congregational institution. The gift was announced as a surprise to the college authorities, as it was understood to be Mr. Carnegie's policy to not help the same college twice.

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Macalester College, Minn., has been promised \$50,000 as an endowment of its presidential chair by James J. Hill, upon the condition that the total sum be made \$200,000. This has already been accomplished, according to George D. Dayton of Minneapolis, one of the trustees of the school. According to Mr. Dayton, the college has already raised \$125,000 for the woman's dormitory now under construction, and \$150,000 for the general endowment fund, and needs but \$75,000 to make up the total of \$500,000 toward which a gift of \$100,000 from Mr. Dayton has been promised and to secure the promised \$50,000 from Mr. Hill.

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Replying to deputations representing Presbyterian and Catholic interests, James Bryce, newly appointed ambassador of Great Britain to the United States, at Dublin Castle, outlined the intention of the government to create a national university for Ireland. He said the government has decided to create a new college in Dublin, entirely free from any theological test. It is to be furnished with adequate buildings and apparatus. Its governors at first are to be appointed by the crown, but subsequently partly by the crown and partly by the teaching staff. An annual sum sufficient to place the college on a proper footing will be granted. When this new college is established the Royal University of Dublin is to be dissolved and converted into a national university for Ireland, comprising Trinity College, Dublin, the new college, and the existing colleges at Belfast and Cork.

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Albert Lea College, Albert Lea, Minn., named after Colonel Albert M. Lea, who commanded the first exploring party that travelled through that portion of the Northwest which was given the name of Minnesota, is situated in a small city called after Colonel Lea, and is the only college in that portion of the United

States that is exclusively meant for women. Minnesota, Iowa, both North and South Dakota and Montana have none, and its pupils are drawn from that portion of the West. The college lies just above Lake Fountain, and a fine boulevard extends for several miles past the college along the lake shore; the climate is dry, the air invigorating, and the water comes from an artesian well some two thousand feet deep. The college has but two buildings, as yet, though it hopes for more; it lacks funds, which it is hoped will come from friends as yet unknown. The buildings, which are modern, heated with steam and lighted by electricity, stand in a domain of seven and one-half acres. It has five well-equipped departments, college, normal, preparatory, music and art; three courses leading to a degree are offered, and the articles of incorporation empower it to confer the degrees and diplomas granted by similar colleges. It has two embarrassing conditions that cause anxiety—more students than it can accommodate (120) and it needs a new dormitory, music hall, gym-rooms; which means more money. It is the ambition of its friends that it shall resemble Wellesley.

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At a recent meeting of the Board of Trustees of Lindenwood College for Women, St. Charles, Mo., the following action was taken for putting the college on its proper basis as a needed educational factor in the middle west:

"Resolved, that the Board put upon record its purpose to enlarge its equipment, increase its teaching force, and extend its course of study until they are equal to those of any women's college in the United States.

"Resolved, that in furtherance of this work of advancement to which the Board is now pledged, the first absolute need is a building increasing the accommodations of the college, and that it is the sense of the Board that its efforts should now be directed to the securing not less than \$40,000 to provide for said building."

In the few months which have elapsed since the above action, the president of the college, Dr. George Frederic Ayres, has been actively soliciting funds for car-

rying out the provisions of this plan, and is able to report to the Board that he now has pledged to this purpose the sum of \$23,172. The matter will be pushed to completion and it is confidently expected that the new building will be in process of construction next summer.



A New Year's gift of nearly \$3,000,000 was presented by John D. Rockefeller to the University of Chicago. This, the largest contribution of Mr. Rockefeller to the institution which he has assisted so generously, brings his total benefactions to the Midway school up to a total of \$19,416,922. Announcement of the latest donation was contained in a letter from John D. Rockefeller Jr., to Acting President Harry Pratt Judson.

The major portion of the New Year's gift is to go to the permanent endowment fund of the university, and for this purpose securities with a market value of \$2,700,000 are provided. The remainder of the gift—\$217,000—is to make up the year's deficit, to provide for an increase in the salaries of instructors and to allow appropriations for various purposes.

Some of the special provisions are as follows:

- To provide permanent increases in the salaries of instructors. . \$40,000
- For additional cost of drinking water system 21,610
- For improvement of campus . . . 15,000
- For Alice Freeman Palmer chimes 5,000
- Special equipment for various departments 5,000
- Greenhouses for department of botany 2,500

In addition to the Rockefeller gifts, the trustees of the university also announced that plans are under way for the construction of two or three new dormitories for women, to cost about \$100,000 each.

The \$2,700,000 addition to the endowment brings this fund to \$10,452,616 and places the University of Chicago above all other schools in this respect with

the exception of Girard, Leland Stanford, Harvard and Columbia. Girard College has an endowment fund of \$21,495,072; Stanford, \$20,000,000; Harvard, \$18,036,025, and Columbia, \$15,648,370.



The new library building at Bryn Mawr, begun in April, 1903, is now finally completed, and with the new semester will be in regular working order. It is a large two-story building in the Jacobean gothic style of architecture of the period of 1630, and is built of stone, the main building and wings forming three sides of a square.

The main building facing east is opposite and parallel to Taylor Hall—the administration and lecture building—a path running directly between the principal entrance of the two buildings, a distance of about fifty yards. The reading-room, which is admirably proportioned, has desks for 136 readers, with divisions between them as in the reading-room of the British Museum, to secure privacy to each reader. The quadrangular court inclosed by the building is surronuded by cloisters, and in the center of the grass court is a fountain, the gift of one of the college classes. The college equipment of buildings is now fairly complete. The next effort of the alumnae and President Thomas will be to obtain a suitable endowment fund for the institution.



Andrew Carnegie has given Yale a new swimming pool, costing \$40,000. The campaign for the donation was carried on by Ogden Mills Reid, captain of the Yale water polo team and son of Whitelaw Reid, and Edward Thompson, the Yale graduate athletic business manager. Mr. Carnegie pledged them a lump sum sufficient for the entire proposed tank. It was understood that the university would donate land from the lot which stands in the rear of the gymnasium for the purpose. The tank will be the most expensive owned by any American university and will be 75 by 30 feet in dimensions. It will be ready for use next fall. This is Mr. Carnegie's first gift to Yale.

A COMPARISON OF UNIVERSITY AND INDUSTRIAL DISCIPLINE AND METHODS

By Frederick W. Taylor, M. Am. Soc. M. E.

The point from which I view college education is that of the employer, not that of the educator. And in what I shall say I have principally in mind the preparation of young men for success in commercial engineering and industrial enterprises.

Let me say at the start, that without question, our college graduates as a class represent the finest body of men in the community. Within a few years after graduation the college educated engineer far outstrips in position and salary his average competitor who comes up from the ranks.

It would be a much more congenial task to dwell upon this view of the profession, but something may possibly be gained by considering what has seemed to many of our young graduates to be the one defect which they practically all have in common.

For a period of from six months to two years after graduating they are, generally speaking, discontented and unhappy. They are apt to look upon their employers as unappreciative, unjust and tyrannical, and it is frequently only after changing employers once or twice and finding the same lack of appreciation in all of them, that they finally start upon their real careers of usefulness.

On the other hand, the attitude of employers towards young graduates is fairly expressed by the following written instructions given for the selection of quite a large number of young men to fill positions which presented opportunities for rapid development and advancement. These instructions were to give the preference—first, to graduates of technical schools; second, to the graduates of academic departments; but to employ no college boy who had not been out for more than two years.

Why is it, then, that these young men are discontented and of practically little

use during the first year or two after graduating?

To a certain extent this is unquestionably due to the sudden and radical change from years spent as boys almost solely in absorbing and assimilating knowledge for their own benefit to their new occupation of giving out and using what they have for the benefit of others. To a degree it is the sponge objecting to the pressure of the hand which uses it. To a greater degree, however, I believe this trouble to be due to the lack of discipline and to the lack of direct, earnest and logical purpose which accompanies, to a large extent, modern university life.

During the four years that these young men are at college they are under less discipline, and are given a greater liberty than they have ever had before or will ever have again.

As to college discipline, it cannot be a good training for after life for a young man deliberately to be told by the university authorities that he can flagrantly neglect his duties sixty times in one term before any attention will be paid to it; while, if in business, the same young man would be discharged for being absent two or three times without permission.

And, as to the freedom offered by the modern university system, it is not true that boys from eighteen to twenty years old have the knowledge and experience necessary to select a logical and well-rounded course of studies, and even if they had this wisdom, the temptation to choose those studies which come easiest is so strong that it would be unwise to throw upon them so great a responsibility. Nor does it appear wise to leave each student free to study as little or as much as may suit him, at times doing practically no work for days, and at others greatly overworking, with no re-

straint or direction except the round-up which comes twice a year with examinations. At the least, it must be said that in commercial or industrial life this undirected liberty will never again be allowed them.

During the past thirty years two radical changes have occurred in educational methods. The kindergarten and its accompanying ideas has come for the children, and for the young men has come the change from the college, with its one or two courses carefully selected and rigidly prescribed by the faculty, to the university with as many different courses as there are young men, and in which under the elective system each student is given the choice of all his studies.

The fundamental idea back of the change from college to university is excellent; namely, that of providing a far greater variety in the courses to suit the different tastes and abilities of the students, and to especially prepare them for their future occupations. Accompanying, however, this great step in advance, and yet, so far as I can see, in no way logically connected with it, has come the false step of giving our young men in many ways a greater liberty than is allowed, on the whole, to any other class of active workers; and of handing over to them the final decision in a subject most needing a master mind.

Commercial, manufacturing and other enterprises in which many men cooperate, are managed more and more by delegating all important decisions to a few men whose judgment has been trained through long experience, study and observation in those matters which they are called upon to decide. Yet many of our universities are managed by giving over to the young man, under the elective system, the final decision as to what studies will best fit him for his life's work, although he has, of necessity, but the vaguest idea of the nature of the subjects which lie before him. It is almost like asking him to lift himself up by his boot straps.

The kindergarten also, which has proved so great a help in training the younger children, making them observ-

ant and giving them a certain control over themselves, has brought with it one idea which has wrought great harm, and yet this bad idea is in no way properly or logically connected with the underlying principles of the kindergarten.

Somehow the average kindergarten child gets a firm conviction that it is the duty of the teacher to make things interesting and amusing, and from this follows soon the notion that if he does not like his studies and fails to learn much, it is largely the teacher's fault. Now, whatever views the parents or the teachers themselves should hold upon the duties of teachers, there is no doubt that the boys should have firmly in their heads the good old-fashioned idea that it is their duty to learn, and not that it is the duty of the teacher to teach them.

Along with the kindergarten plan of interesting and amusing children, the idea has taken firm hold in a large portion of the educational world that the child and the young man should be free to develop naturally, like a beautiful plant or flower. This may again be an excellent view for the older person to hold, but it is a distinctly bad one for the young man to act upon. He promptly translates the idea of developing naturally into wishing to do only, or mainly, those things which he likes or which come easy to him.

Of all the habits and principles which make for success in a young man, the most useful is the determination to do and to do right all of those things which come his way each day, whether they are agreeable or disagreeable; and the ability to do this is best acquired through long practice in doggedly doing along with that which is agreeable a lot of things which are tiresome and monotonous, and which one does not like.

Now neither the kindergarten idea, the university elective system, nor the lax college discipline tend to develop this all-important habit in young men.

We must remember that of all classes in the community, college boys are being trained to fill some day the position of leaders in the co-operative field. And there is no fact better established than that the man who has not learned

promptly and fully to obey an order is not fit to give one.

The successful men of our acquaintance are, generally speaking, neither learned nor men of great intellect. They are men, first of all possessed with an earnest purpose. They have a certain all-round poise or balance called common sense. They have acquired through long training those habits both mental and physical which make them masters over themselves; and at all times they have the firm determination to pay the price for success in hard work and self-denial.

It is singleness and earnestness of purpose that constitutes the great motive power back of most successful men, and it is a notable fact that the moment a young man becomes animated with such a purpose, that moment he ceases to believe in the elective system, and in the loose college discipline.

Is not the greatest problem in university life, then, how to animate the students with an earnest, logical purpose?

In facing this question I would call attention to one class of young men who are almost universally imbued with such a purpose; namely, those who, through necessity or otherwise, have come into close contact and direct competition with men working for a living. These young men acquire a truly earnest purpose. They see the reality of life, they have a strong foretaste of the struggle ahead of them, and they come to the university with a determination to get something practical from the college training which they can use later in their competition with men.

Neither their earnestness of purpose, however, nor their immediate usefulness, comes from any technical knowledge which they have acquired while working outside of the university, but rather from having early brought home to them the nature of the great problem they must face after graduating. Nothing but contact with work and actual competition with men struggling for a living will teach them this. It cannot be theorized over or lectured upon, or taught in the school-workshop or laboratory.

I look upon this actual work and com-

petition with men working for a living as of such great value in developing earnestness of purpose that it would seem to me time well spent for each student, say, at the end of the Freshman year, to be handed over by the university for a period of six months to some commercial, engineering or manufacturing establishment; there to work as an employee at whatever job is given him, either manual or other work. He should have the same hours and be under the same discipline as all other employees, and should receive no favors. Moreover, he should be obliged to stay even a longer time than six months unless he has in the meantime given satisfaction to his employers.

Unfortunately, laboratory or even shop work in the university, useful as they are, do not serve at all the same purpose, since the young man is surrounded there by other students and professors, and lacks the actual competition of men working for a living. He does not learn at college that, on the whole, the ordinary mechanics, and even poorly educated workmen, are naturally about as smart as he is, and that his best way to rise above them lies in getting his mind more thoroughly trained than theirs and in learning things they do not know. All of this should be taught him through six months' contact with workingmen.

Let me repeat in conclusion that our college graduates are the best picked body of men in the community. Yet I believe that it is possible to so train young men that they will be useful to their employers almost from the day that they leave college; so that they will be reasonably satisfied with their new work instead of discontented; and to place them upon graduating one or two years nearer success than they now are; and that this can best be accomplished by giving them an earnest purpose through six months' contact early in their college life with men working for a living; by rigidly prescribing a course of studies carefully and logically selected, and with some definite object in view, and by subjecting them to a discipline comparable with that adopted by the rest of the world.

AMONG THE FACULTY

Professor William James of Harvard University, the celebrated authority on psychology and philosophy, and brother of Henry James, the novelist, has decided to retire from all active work and will no longer conduct courses in the university.

At the close of his last lecture at Harvard his class presented him with a loving cup.

Prof. James was born in New York on Jan. 11, 1842, his father being the Rev. Henry James, a Swedenborgian minister and writer. The son, educated in private schools and by tutors, as well as at the Lawrence Scientific School, received the degree of M. D. from Harvard in 1870, and became professor of philosophy at Harvard in 1872. Besides devoting himself assiduously to class work, he has published numerous books and articles on psychological and philosophical subjects. His "Principles of Psychology" in two volumes is a standard work, and his "Varieties of Religious Experience" has probably excited more interest than any other modern book of its kind.

As an essayist and popularizer of the psychology of teaching, Prof. James has had a wide vogue. He delivered the Gifford lectures in 1899-1901 on "Natural Religion" at Edinburgh, and recently completed a Lowell Institute course on "Pragmatism in Philosophy." As president of the American Psychical Society he gave a wonderful stimulus to the study of occult phenomena, and became widely known among spiritualists through his connection with the investigations into the "mediumship" of Mrs. Piper. He has received degrees from a large number of institutions, including Harvard, Princeton, University of Edinburgh, University of Padua, University of Paris and the Royal Prussian Academy of Sciences.

■ ■ ■

Charles D. Walcott, director of the United States Geological Survey, has

been elected Secretary of the Smithsonian Institution. Dr. Walcott is a geologist and paleontologist of recognized distinction among the scientists, not only of this country, but also of Europe. The degree of LL. D. has been conferred on him by Hamilton College, the University of Chicago and Johns Hopkins University of Baltimore. He has been director of the Geological Survey since 1894, and secretary of the Carnegie Institution since 1902. He is a member of the National Academy of Science and of the American Association for the Advancement of Science, and is the author of important scientific works.

The acceptance of the secretaryship of the Smithsonian by Mr. Walcott will create vacancies in two important positions in the government service. In addition to being director of the Geological Survey Mr. Walcott is director of the Reclamation Service, the latter an appointive position under the Secretary of the Interior. This position pays no salary, having been created and built up to its present proportions through the efforts of Mr. Walcott. There is, however, a bill pending in Congress, having already passed the House, providing a salary of \$6,000 for the director of this branch of the public service, who shall be appointed by the President.

■ ■ ■

President Woodrow Wilson of Princeton sailed in January for Bermuda for a month's rest, and in order to do some work which official duties prevent him from accomplishing in Princeton. He expects to return on February 9, in time to take up his full schedule of classroom lectures at the beginning of the second term. Dr. Wilson has accepted an invitation to lecture at Columbia University on the Friday afternoons of March and April. These lectures will be given in the political science department of Columbia, the general subject being "The Government of the United States." President Wilson has also ac-

cepted an invitation to deliver the Washington's birthday oration at the Hill School, Pottstown, Pa.

■ ■ ■

Rev. Edward D. Eaton, pastor of the North Congregational Church of St. Johnsbury, Vt., has announced that he has decided to accept an invitation to return to Beloit College, Wis., to re-assume the presidency of that institution. He makes his return to the presidency conditional upon the raising of \$200,000 as an addition to the endowment fund of the college. Dr. Eaton expects that this additional amount will be raised in the near future, and he has given notice that his resignation will take effect in April.

■ ■ ■

Dr. William R. Brooks, director of the Smith Observatory and professor of astronomy at Hobart College, has been awarded a medal and diploma by the Astronomical Society of Mexico for his discoveries of twenty-five comets. Besides many other prizes, this is the twelfth medal conferred upon Prof. Brooks. Among there were medals from the Astronomical Society of the Pacific, a special gold medal from the International Jury of the Columbian Exposition, and the Lalande prize medal from the Paris Academy of Sciences, bestowed, in the words of the award, "for numerous and brilliant astronomical discoveries."

■ ■ ■

On February 12 Professor T. M. Hodgman, now of the University of Nebraska, will assume his duties as president of Macalester College, Minnesota. At present affairs at Macalester are in the hands of Professor Anderson, the acting president. Former President Wallace is spending a year's vacation in New York. It is the hope of the trustees that he will follow out his declared intention of returning to Macalester as a professor at the conclusion of his vacation. For three years the resignation of President Wallace has been pending, and in that time the trustees have seen and corresponded with many applicants. Professor Hodgman is the first upon whom there has been any unanimity.

Rev. Thomas L. Gasson, S. J., professor of ethics and political economy in Boston College has been elevated to the presidency of the college, to succeed Rev. Father William F. Gannon, who goes to New York. Father Gasson was born in England in 1859 and was converted to the Catholic faith in 1874. He has been a professor at Loyola College, Baltimore; St. Francis Xavier College, New York, and Boston College.

■ ■ ■

Professor E. C. Moore, D. D. of Harvard, started on January 30 on his trip to China, where he goes as a member of a committee sent by the American Board of Commissioners for Foreign Missions to investigate the work which is being done by the Board in that country. Professor Moore will attend during his stay in China a conference of the leaders of all denominations who are doing missionary work in China, which is to be held in Shanghai on April 27. The committee will make an extensive tour of the country and will visit all of the schools, hospitals, and institutions conducted by the missionaries of the Board in China. Some examination will also be made of the work of all denominational institutions for the sake of making comparisons by which the future policy of the Board will be dictated. Professor Moore will return to this country in time for the opening of the college year next September.

■ ■ ■

Professor Garrett Droppers, who began his work as professor of political economy at the University of Chicago last month, resigned his position as president of the University of South Dakota to come to Chicago. He was graduated from Harvard with the degree of A. B. in 1887 and spent the next year at the University of Berlin, studying under Adolph Wagner and Gustav Schmoller, the famous German economists. In 1889 he was given the chair of political economy at the University of Tokio upon the recommendation of President Eliot of Harvard. He remained there until 1898, when he went to the South Dakota school. He is the author of numerous economic books and pamphlets.

Professor T. W. Richards of the chemical department at Harvard University, was recently elected president of the American Chemical Society, but he was obliged to decline the election on account of his appointment as visiting professor at the University of Berlin for the current academic year.

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President Schurman of Cornell University will make a western trip during February, visiting the principal alumni associations.

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Dr. George L. Hempl, who is known as a high authority on German linguistic subjects, has arrived at Leland Stanford, Jr., University, to take the position of professor of Germanic philosophy. Dr. Hempl goes from the University of Michigan, where he has held a high position in both the English and German departments.

■ ■ ■

Arrangements have been made to fill the place of M. A. Blake, instructor in horticulture and general supervisor of field work in horticulture at the Amherst Agricultural College. Mr. Blake went the first part of December to New Jersey Agricultural College, incorporated with Rutgers College, to fill the position of professor of horticulture. His work will be divided between two men, an instructor in market gardening and supervisor of the field work, and an instructor in pomology. A man for the latter position has not as yet been chosen. For the former position, that of instructor in market gardening and supervisor of field work, Harold F. Thompson has been chosen. Professor Thompson graduated from the Amherst Agricultural College in 1905, and has lately been teaching agriculture and allied subjects at Mount Hermon School, Northfield, Mass.

■ ■ ■

Dr. W. W. Keen, who for nearly half a century has been prominently identified with medical institutions in Philadelphia, has resigned as professor of surgery at Jefferson Medical College. Following the acceptance of his resignation, Dr. Keen was made professor emeritus. He will sail for Europe soon and remain abroad for a year or longer.

Announcement has been made that at a meeting of the trustees of the Connecticut Agricultural College it was voted to tender the professorship of dairying in the college, and the position of dairy-husbandman in the experimental station to Professor John M. Trueman of the University of Illinois College of Agriculture. The position was made vacant in the fall by the resignation of Professor C. L. Beach, who took a similar position at the University of Vermont.

■ ■ ■

Miss Shirly Farr, daughter of A. G. Farr, a Chicago banker, has accepted the position of associate professor of history and the French language at Ripon College, Ripon, Wis., to begin work with the beginning of the second semester. Miss Farr graduated from the University of Chicago in 1904. Since that time she has been doing graduate study in history and French. Two years of the time was spent in Paris, in original research in the archives of the foreign office, and in the national library. Upon the relations between France and the United States from 1779 to 1786 Miss Farr discovered a large amount of material that has never been published, and is now engaged in translating and arranging it for publication.

■ ■ ■

Official announcement has been made of a high honor conferred by Pope Pius X upon Very Rev. Dr. Andrew Morrissey, provincial of the Holy Cross order and for many years president of the University of Notre Dame. The honor is the papal degree of doctor of divinity and is given by the Vatican in recognition of the educational work of Dr. Morrissey.

Prior to July, 1905, Dr. Morrissey was for thirteen years president of the University of Notre Dame and it was during that period that his work in educational affairs became widely known in America and Europe. In 1893 the University of Michigan conferred upon him the degree of doctor of laws.

Dr. Morrissey now holds the position of provincial of the American branch of the religious order of the priests and brothers

of the Holy Cross. The society has charge of many educational institutions in the United States, among which are the University of Notre Dame, Columbia University, Portland, Ore.; St. Edward's College, Austin, Tex.; Sacred Heart College, Watertown, Wis.; Holy Cross College, New Orleans, La.; Holy Trinity School, Chicago, and Holy Cross College, Washington.

It was announced at Columbia University recently that President Roosevelt had received a letter from the French ambassador at Washington, J. J. Jusserand, stating that the decoration of the Legion of Honor had been conferred upon Professor Brander Matthews of Columbia University, in recognition of his services to literature in connection with the study of the French drama.

OBITUARY

Wilbur Samuel Jackman, professor of natural science in the University of Chicago school of education and principal of the university elementary school, died suddenly on January 28th, of acute oedema of the lungs, following an attack of pneumonia of less than eighteen hour's duration.

Professor Jackman was one of the most radical leaders in the manual training and nature study movement for high schools in the United States and his work at the university during the five years he was connected with it had been largely in this direction. One of his last achievements in manual training was the establishment of a printing press for the use of elementary pupils. He was editor of the *Elementary School Teacher*.

Professor Jackman was born in Mechanicstown, Ohio, Jan. 12, 1855. He was a graduate of Pennsylvania Normal School at California, Pa., and of Harvard University. He also studied at Allegheny College. He was principal of the Central High School of Pittsburg in 1884-89, and later was associated with the late Colonel Francis W. Parker at the Cook Country Normal School, which he left in 1899.

He visited the principal schools of England, France, Holland and Germany in 1899 and 1900, was dean of the Chicago Institute the next year and then went to the University of Chicago as dean of the school of education. He was a member of the Phi Gamma Delta fraternity and faculty adviser of the Chicago chapter of the society. He was the author of numerous books on education and nature study.

Professor Charles Hallett Judson, LL. D., dean of Furman University, died on January 12th at Greenville, S. C., of paralysis. Dr. Judson was eighty-six years of age, and was last year retired from an active professorship on the Carnegie Endowment.

Dr. Judson was a native of Connecticut, and came to Virginia early in life. He received his education at the University of Virginia, and afterwards engaged in educational work in North Carolina. Dr. Judson was one of the original professors at Furman, being elected in 1851, and has continued with the institution, being the dean of the institution at the time of his death.

Dr. Judson has made liberal donations to Furman University from time to time, among them being Judson Memorial Hall, which was opened last year.

■ ■ ■

Professor Daniel Coussirat of McGill University, professor of Hebrew and Oriental literature, died in Montreal January 8th, aged sixty-five. He was widely known as an author of works of Oriental literature and religious topics. He was born at Nerac, France, in 1841, and he attended college in Toulouse, where he graduated as bachelor of letters, and as bachelor of theology from Montauban, 1864. In 1864 he was ordained to the Protestant ministry and went to Canada. In 1867 he became professor of divinity in Montreal. Returning to France, he served as pastor of the Reformed Church at Orthese, Basses Pyrenees, from 1875 until he was called back to this country in 1880, to become French professor of divinity in the Presbyterian

College of Montreal. In 1882 he was appointed lecturer at McGill, and five years later professor of Hebrew and Oriental literature in the same university. These three appointments he held until his death. Professor Coussirat was one of the revisers of the Old Testament appointed under the auspices of the Société Biblique of France. In recognition of his great services in this he was appointed an officer of the French Academy. He received an honorary degree of D. D. from Queens in 1893.

■ ■ ■

Professor E. T. Cox, a prominent member of the American Association for the Advancement of Science, died January 7th, at his home in Jacksonville, Fla. He was 86 years old and was born in Culpepper county, Virginia. Later he moved to Indiana, where he became state geologist.

■ ■ ■

Rev. Dr. James Woodrow, aged 76, once president of the South Carolina University and professor in the Theological Seminary, died on January 17th, in Columbus, S. C. He was a chemist for the confederate government and made powder for the troops. When Wade Hampton became Governor of South Carolina, Dr. Woodrow did the state printing at his own risk, there being no money in the state treasury.

■ ■ ■

Prof. George W. Clarke, former president of Mt. Union College, at Alliance, O.; teacher of Senator P. C. Knox, lifelong friend of William McKinley and educator of National note, died on January 5th. He was 84 years old. He was a member of the Mt. Union College faculty for 48 years.

Prof. Clarke was born on a farm in Summit county, Ohio. He served as treasurer of Mt. Union College for 20 years, was secretary and member of the board of trustees 16 years and was vice president 14 years. He was president from 1887 to 1888. He founded the large museum at Mt. Union College.

■ ■ ■

Professor Walter Smith, for seventeen years a member of the faculty of Lake

Forest College, Lake Forest, Ill., died on January 11th, at Charlottesville, Va. He was at the head of the department of psychology at the Lake Forest College, and had written numerous articles bearing on that subject. He was 50 years old, and is survived by a widow and one son. Professor Smith was a native of Scotland and received his education at Edinburgh University.

■ ■ ■

After being associated with Adrian College, Adrian, Mich., for sixty-six years, Dr. George B. McElroy, died suddenly of heart disease on January 29th. He was 86 years old. Dr. McElroy was president of the college for several years during its early history and was professor of mathematics for thirty-five years. He retired eight years ago. In addition to his collegiate duties Dr. McElroy was one of the leaders of the Methodist Church for years, and was the oldest member of the Pittsburg conference. He was the father of Commander George McElroy of the United States navy. He had held every position in Adrian College and had been connected with it since 1866. In a test some years ago he was credited with being the second best mathematician in the United States and fourth in the world.

■ ■ ■

Walter Dana Swan, an instructor in the department of architecture at Harvard University, committed suicide on January 2nd, by shooting himself over the heart.

Mr. Swan was appointed an assistant in architecture at Harvard in 1897, holding that position until 1901, when he was appointed instructor. He was a member of the Boston Architectural Club. No reason, except a nervous breakdown from overwork, can be given for his act.

■ ■ ■

Mrs. Sarah McCall, a graduate of Mount Holyoke College in the class of 1851, and for thirty years an instructor in the academy of Knox College, died at Galesburg, Ill., on January 15th, aged 78 years.

COLLEGE EDUCATION FOR RAILWAY WORK

By Dean Bovey, of McGill University

Read Before the Canadian Railway Club

A few years ago Sir Thomas Shaughnessy generously volunteered the proposal that the Canadian Pacific Railway would give its support to any well-devised scheme for the proper training of railway men, expressing the opinion that the future railway man must be trained along university lines. Mr. Hays, who was also present at the time, acquiesced in this opinion, and promised similar support on the part of the Grand Trunk. The present railway department at McGill University is the direct result of the far-sighted views of these eminent men. Soon after the co-operation of the Intercolonial and the Great Northern Railways was secured, and the future of the railway department at McGill became assured.

The railway courses are divided into two parts. There is the theoretical branch, which we, and probably every railway man, consider most essential on this subject. I have received communications from distinguished railway presidents, managers, engineers, etc., and they all express the opinion that a certain specified theoretical training is of the highest importance in every department. They further say, however, that important as the theoretical training may be, it is largely nullified without a practical knowledge of their work. The question became then, how was that practical experience to be gained? and the difficulty was met by the railway companies agreeing to do their part in providing the practice. After discussing the matter with the railways interested, we came to this conclusion, that, possibly, the preliminary practical experience; or what might be called the student apprenticeship, could be gained during the summer vacations, and the railways agreed to take a certain number of our students. While the students are with

them, they agree to place them in different departments of the work, so as to give them—not a complete knowledge, which is impossible in the few months at their disposal—but to give in a general way a preliminary training in railway work. This continues for three summers, and reports are prepared, which are returned to the railway officials, who in this manner get to know exactly what these young men are doing.

In my own opinion, the success of the whole scheme depends largely upon the proper carrying out of this apprenticeship system, and especially the apprenticeship after graduation at the university. The young graduate is then expected to spend a couple of years with the railways, being moved about from department to department until it is found in what particular department he may give the best service, and if he is the right kind of man his future is then assured.

Again, it was considered unwise to appoint a permanent professor of railway management or of other essentially practical departments, because the railway manager of to-day, if he separated himself from active railway work, to-morrow would be out of date. The lectures then, which are to give some idea of railway management, of freight and passenger traffic, etc., are to be given by men in active practice.

Well, the railways with ourselves seemed to think, at all events, that we might make a trial by starting along these lines, and I believe the course as now outlined will prove successful. I believe that we shall turn out men who will be worthy to succeed those who have gone before them, and I think the young men of this country will have an opportunity such as their fathers never before had.

In working out this scheme I may say that it took two or three years to get all the information, and most of the prominent railway men on this continent were approached. Their views, perhaps, may be of some little interest to you as showing what they think of the whole scheme. As now outlined by Mr. Morgan, it indicates pretty clearly the course we are to pursue at McGill, and this course has received the approval of the great railroads of this continent.

I would like to quote you a few opinions on this subject, because, as I said at first, there is nothing in the new proposals which has not been supported by prominent railway men.

Mr. Carstensen, of the New York Central Railroad, writes:

"The great advantage to a young man of a university training is that it moulds his mind, and fits him to deal with affairs and men of affairs. As at present conducted, the education obtained in universities does not seem to produce men who, at first, are of as much value to the railway service as the boy trained up gradually from the lowest to high positions, but subsequently it has been found that the university-trained man moves forward more rapidly on account of the wider breadth of view inculcated by his superior education, although he may not be able to deal with small details as the boy from the common schools."

Mr. Carstensen is strongly of the opinion that the university-trained men will be productive of the very best results. His company, the New York Central Railroad has always insisted upon the graduates, and he gave me many instances of their success, comparing their progress with the progress of those coming from the common school, and gradually working their way up from the office.

Then, as you know, the Pennsylvania Railroad has always insisted upon the employment of university-trained graduates in certain of their departments. They have two classes of apprentices, viz., a class of special apprentices, consisting solely of college graduates, and a class of ordinary apprentices. If any

of these ordinary apprentices show any marked ability, they give them leave of absence, and allow them to go to a university in order to get that theoretical training which will make them more valuable to the railroad. On their return, they are immediately placed in the class of special apprentices. Mr. Atterbury, general manager of the Pennsylvania Railroad, says that the rule of employing university graduates has been extended, as far as possible, to all other departments of the railroad, and with the best possible results.

Considering again the locomotive department, with which many of those present are so intimately connected, I should like to quote the opinion of Mr. Vauclain, of the Baldwin Works. He says:

"The ideal training for a student intending to take up locomotive work should be a general college education along the lines of mechanical engineering, extending over a period of two or three years."

He says better results might be obtained if the student could be required to take a post-graduate course in some railway works.

The greater responsibilities and the higher rewards in the operation and management of railroads are generally given to those who have been trained and developed in the actual service. The result of this state of affairs is that the railway student is used for railroad construction rather than for railroad operation. The mass of information necessary for the operation of a railroad cannot be obtained in the class room, but must be acquired in actual experience in railway work.

Speaking of the work we propose to do in McGill, Mr. Atterbury is of the opinion that such a course should assure for railroad managers and assistants greater intelligence and greater usefulness than the present methods.

As far as the operation of a railroad is concerned, we have, I think, solved the problem by establishing in connection with this railroad scheme what we call the operating department. We have three distinct branches, and you can

specialize on the civil, the mechanical side, the operating side, but in each of these departments everyone taking this railroad course must take certain subjects that are common to all, such as economics. In addition, we also give them in the third and fourth year a broad literary training. I would like to emphasize this fact rather fully, because we find that young men who come to us often do not know how to write a letter, and very often do not know how to say what they want to say. A great railway manager told me, about eighteen months ago, that he had had during the year several hundred applications for positions. These applications came from graduates from technical schools all over the continent, and only a very few were expressed properly, or in good language, or grammatically. Of course, this is a very lamentable showing, but we hope to get rid of such a criticism ourselves by continuing their English training in the third and fourth years. This will be largely done in connection with economics, the principles of which lie at the base of many of the most important problems of railroad work. The student is expected to write an essay on certain economic questions, and these essays are corrected not only from the economic standpoint, but also from the literary standpoint, so that students gradually acquire the habit of writing briefly and intelligently, and I do think, if we can only train up these young fellows to do this, we shall have done a great thing for the railroad profession.

Amongst other people interviewed, and who showed the greatest interest in our scheme, was Mr. A. W. Gibb, general superintendent of motive power of the Pennsylvania Railroad, Altoona, Pa. He wrote me a long statement, and thus closed his remarks:

"Taking it altogether, I think the course is one to be very much commended, and while I do not think that from any technical institution full-fledged railroad men will ever emerge, I think that such a course will save future railroad men much of the threshing of old stuff which a man without this training would have to go through.

"If you can get a man to think straight, I think the rest will depend upon his opportunities, and upon the use he shall make of his training."

Mr. Berg, chief engineer of the Lehigh Valley Railroad, and eminent also for his writings on this subject of engineering education, says:

"The higher branches of the railroad should be considered as a profession, and as a profession provision should be made for an adequate training. The misplaced belief that practice can only be learned in practice has caused thousands of boys, not only in railway service, but also in mechanical and industrial pursuits, to be consigned yearly to the same rut, as others before them. Taken as a whole the young man may be able to become familiar with data and statistics, but experience is a very slow teacher, and it is usually costly to the party that pays the bill."

Opinions of this kind from men like Sir Thomas Shaughnessy and Mr. Hays, and the many others, who are the acknowledged leaders of their profession, should and did have great weight. Perhaps I might here be allowed to express a little feeling of pride, and at the same time I think we all ought to feel proud, that our University was the first in the world to set forth a fully thought-out scheme for the education of railroad men.

We cannot, of course, expect to meet with complete success at once. We must be guided by the opinions of men like those who are present this evening. We are always ready to modify any of our work to meet what might be considered by men in active practice as a desideratum. May I, therefore, ask for your hearty co-operation and aid in the development of this great work? Railroad work is changing all the time. There is a danger of practical men becoming somewhat fossilized at the university. If we are to keep up with the times, I would ask every one of you to send to Mr. Morgan, from time to time, any suggestions you may have to make on this subject of railroad education. In

weighing one subject against another, bear in mind that we have only a limited time at our disposal, and cannot, therefore, very well cover the whole of railway education in twenty-eight months. If you will, from time to time, give Mr. Morgan suggestions, he will, I am sure, most carefully consider them, and we shall do our best to meet your wishes.

In this manner I think we shall secure success.

What I wish to impress upon you is the fact that the McGill University scheme is not a scheme based upon ideas of theoretical men, but it is a scheme based upon the combined opinions of practical and theoretical men in the highest positions.

THE UNIVERSITY HABIT

By E. N. Refal.

If you ever stray on the campus of any of the larger universities you probably would notice now and then among the well-groomed youths with pipes and misshapen hats a rather incongruous figure of a man no longer in the first flush of youth. If you took the trouble to inquire as to his identity you would be told with a smile, "Oh, that's only one of those fellows with the 'university habit.'"

He is a queer product, this "man with the habit," but he has become so permanent an element in the university that even the late President Harper was constrained to speak of him on several occasions and to hold him up to the other students somewhat in the manner of a terrible example. In brief, the "man with the habit" is a student who has for some reason or other become a fixture about the university; that is, he stays on and on as a student without even a thought of leaving. It has become a saying: "Classes may come and classes may go, but the 'man with the habit' stays on forever."

There are several types of this man, the most common forms being the foreign student, the philosophic species and the divinity variety. The foreign kind has perhaps the nearest to a legitimate excuse for existing. He is usually a young man who in his own country found himself unable to realize his ambition for a higher education, either because of race, political affiliations, religion or lack of funds.

The realization of this ambition, he is

told, he may find in the United States, where the nation so fosters education that no needy young man need go without it if he only have a willingness to work hard. Arrived here he gradually makes his way to one of the larger institutions of learning to take up his studies. There he finds no difficulty in obtaining help, both financial and otherwise. He is usually given a free scholarship and, besides, some work that goes far toward defraying his other expenses.

In many cases, of course, he remains at the school until he completes his education and learns the language, then going out to take up some useful work, and there have been many such who have brought credit upon the university, but there are some who are differently affected by the new environment. They find themselves in pleasant surroundings, the greater part of their living expenses taken care of by others; they are invited to the homes of some of the professors who have become interested in them; they find it pleasant to lounge about the campus and discuss important national and international subjects; they soon learn the games of golf and tennis and find them enjoyable sport. Several years more pass and the burning ambition to do things that animated the student when he first came has somehow cooled down—indeed, it has turned to ashes and no more urges him to labor—and he stays on—on—on—until he has become a "man with the habit" and his case is hopeless.

The philosophical species of the genus

"man with the habit" usually can be recognized by his stooping shoulders and his furrowed brow. The latter is to give the impression of the profound thought that is ever occupying his gigantic mind. In the course of his studies he has come upon some important line of thought, a certain new fundamental philosophy that doubtless will astonish the world when made public. But one cannot perfect a great system of philosophy in a day. Indeed, it takes a lifetime to give humanity so priceless a boon. It takes years and years of study before the mind becomes ready to encompass the great problems of the new philosophy.

Were not all the great savants of antiquity and of modern times men of many years before they promulgated their great rules of life? Of a certainty, yes, and who is he to endeavor to solve the mighty problems that beset the human race in a few years? Besides, some dear aunt or grandparent is perfectly willing to send monthly checks to dear Alfred or Henry, who is going to do some great things—some day—that's it; it is always some day other than the present one with the "man with the habit."

So he hangs on to the university as long as his kind relative continues to remit the monthly allowance, and if, by chance, his stipend should be cut off, he seeks a teachers' agency and becomes the preceptor of the youth, say, at the high school of Podunk, Mo., so that every summer he may come back to the campus for some more intensive study on the sunny campus and tennis court.

The third and perhaps most common variety of the "man with the habit" is the divinity student. This is undoubted-

ly due to the fact that special scholarships and fellowships are numerous in the divinity school. In the first place, free tuition is given practically to all who wish to enter the ministry. There are two special dormitories for them in which rooms are let to divinity students at about a third of the price charged to ordinary students. Aside from this there are the numerous fellowships established by kindly souls for the support of some "deserving" theological student, and, in many cases, this is sufficient to provide a living for a frugal man.

Under these conditions it is not strange that many an ambitious embryo Henry Ward Beecher first studies for his bachelor degree in college, then his divinity degree, and rounds it out with a doctorate degree. This, in itself, takes somewhere in the neighborhood of ten years, depending upon the man, and it is not at all surprising that at the end of that time the student has become infused with the "stay on" germ and has developed into the "man with the habit."

An additional cause for the thriving of this species is the presence of many small churches in the surrounding country that are not large enough permanently to support a minister and which, consequently, have these advanced theological students take charge of their congregations on the sabbath for a small salary. Of a Saturday may be seen hurrying from the divinity halls many a student, suitcase and satchel in hand, bound for his temporary charge. For this service they ordinarily get enough to keep them in clothing and other necessities for the week. Besides, they obtain lodging and board over Sunday, the Sunday dinner being a special affair with the officers and deacons of the church.

AROUND THE CAMPUS

The Associated Harvard Clubs of America will meet early in May in Detroit as the guests of the Michigan branch of the organization. President Roosevelt, Secretary Bonaparte and President Eliot of Harvard are expected to attend, and plans are being perfected to make this one of the biggest reunions ever held.

■ ■ ■

John Claire Minot will soon publish two Bowdoin books, one entitled "Bowdoin Verse" and the other "Under the Bowdoin Pines." The verse will be a collection of over 100 of the best poems contributed by students and alumni to the undergraduate publications during the past 20 years. The other book is a second collection of short stories of Bowdoin life, after the manner of "Tales of Bowdoin." It will include about 30 stories. The books will be uniform in size, and shape, and handsomely printed and bound, with special cover designs.

■ ■ ■

After a long delay in the process of manufacture the room tablets for Connecticut Hall at Yale have been received and put in place. The tablets, which are of bronze, nine in number, mark the rooms in the old building occupied by men who became famous in after life.

The earliest graduate in the list is James Kent, 1781, chief justice of the Supreme Court, whose room was the front corner one on the fourth story, north entry. The same room was later occupied by Theodore Dwight Woolsey, 1820, and so bears the record of two great names. Another room which has the distinction of two tablets is the back corner room in this same entry and on the same floor. This room was occupied by James G. Percival, 1815, and later by Noah Porter, 1831. The front corner room, north entry, on the third story, has been marked as the room of Jeremiah Mason, 1788, and the ground floor room, front corner, as that of Eli Whitney, the great inventor. The police de-

partment occupied this room of Whitney's until the renovation of the building. It is now the room of Professor Arthur M. Wheeler.

■ ■ ■

A lover of statistics at New York University has discovered that for the last ten years the average age of freshmen at that institution has been eighteen years and nine months, and the average freshman weight for that period 127 87-1700 pounds.

■ ■ ■

The Philadelphia Society of Princeton University has organized a student employment bureau, which acts as a free agency for obtaining work for students who wish to earn a part of their college expenses. The bureau is already successful, obtaining employment in stenography, tutoring, surveying, caring for furnaces, or acting as agents for New York and Philadelphia merchants. A large number of Princeton students are self-supporting, in whole or in part.

■ ■ ■

The annual report of E. H. Wells, secretary of the Harvard Appointment Office shows a large increase in the work done by this office. By extending its relations with employers of business and professional help, the office has supplied 444 Harvard men with permanent positions during the past year. Temporary positions were filled to the number of 1,085. The Harvard Appointment Office was modelled after a similar office existing at Oxford. It charges no fees, although it has several times been proposed that those securing positions through the office should contribute to the expense of its maintenance. The geographical distribution table shows that men have been sent to nearly every State in the Union, and that permanent positions have been secured for men in Canada, Cuba, Hawaii, England, France, Portugal and China. The salaries attached to 393 out of the 444 permanent positions amount to \$305,267.83.

The women students at the University of California began early in December to make out their boat crews and to practise for the interclass races, and if possible, will compete with the women students at Stanford University in intercollegiate races. This, if it comes off, will be early in the spring. The races last spring were witnessed by five hundred spectators.



The growth and development of the department of Chinese at Columbia University—the youngest department in the university—has been gradual during the five years of its existence. Dr. B. Laufer has recently joined the department as lecturer, to assist in giving courses in Chinese and also in Tibetan, Mongolian, and Manchu. The results of the work accomplished has been satisfactory, although the number of students has been small. At present, the senior class is composed largely of men who have studied the language for a number of years. The beginning of the present term shows two Japanese, one Chinese, and one American student, all of whom are able to read the language, and are devoting their time to research in Chinese literature. In this, as in former years, the American seniors in attendance are, without exception, missionaries, who have spent between four and eight years in China, intending to return there after a year's study. Student interpreters in the consular service, both of the United States and other countries, have not as yet availed themselves of the opportunities furnished by the department. Four new students preparing for various careers have taken up Chinese elementary studies in the present half-year, and a Japanese has commenced Tibetan under Dr. Laufer, who also has good audiences of non-linguistic students in his ethnological courses on Far-Eastern subjects.



The new Directory of Living Yale Graduates, covering the last two years, though it contains few summaries—most of which will be deferred to the next directory two years hence—allows some computations interesting to Yale graduates.

The directory contains a list of deaths by departments, and, subtracting these from the new degree men, the total number of living Yale graduates is ascertained to be approximately 13,603, as compared with 12,692 up to Sept. 10, 1904. The total number of Yale graduates living and dead up to the present time is 23,303. Of the living graduates, 7,305 are accredited to the academic department, and 3,175 to the Scientific School, the total number of deaths in all departments during the last two years being 346. Out of 954 graduates during the last two years of the academic department and the Scientific School—in other words, the two “undergraduate” departments—only three have died.

The same directory gives a comprehensive summary of the various Yale alumni organizations, showing that twenty-five alumni associations and groups of them are now represented in the new alumni council. The total number of alumni associations and clubs are fifty-nine, of which seven are divinity school associations. Of the associations seven are in the old slave states of the South, one in Japan and one in China, and almost every state of the Union is represented. Every Yale academic class but one since 1845 keeps up its organization, with its secretary, and the classes of other departments are now much better organized than in past years.

The oldest man in point of graduation in the list is John Hustis of Hustisford, Wis., a farmer, who is the only surviving member of the class of 1833. The class of 1835 has no survivor, and the classes of 1836 and 1837 but one each. The “famous” class of 1853, counting one recent death, has but thirty-one survivors out of a class which numbered 108 at graduation.



Football is to receive next fall from the faculty of Cornell University every possible assistance in the way of schedule arrangement, according to the *Daily Sun*. It is interesting to note that this action is taken by the president of one of the largest universities in the Country. The *Cornell Daily Sun* says: President Schurman announced a few days ago

that next fall the university would arrange to have the study schedules of football men so constructed as to allow the players ample opportunity for afternoon practice. The coaches all agree that irregularity in reporting for work is Cornell's biggest handicap. The president's action was learned with delight.

■ ■ ■

James Parker, the colored man who captured Czolgosz after he shot President McKinley in Buffalo, and was given a house in Washington and a position as messenger in congress as a reward for his bravery, has started in at the Yale dining hall as a waiter.

■ ■ ■

The movement to secure a new gymnasium for Harvard University is receiving considerable support, and may assume tangible form in the near future. The inadequacy of the Hemenway gymnasium, built in 1879, has long been a matter of comment, and it is known that Harvard is behind many of the smaller colleges in the quality of its athletic equipment.

The subject is discussed in the leading article of the Harvard Monthly for January. After referring to Harvard's successive defeats on the gridiron, the writer says: "In the first place, we can never develop successful athletic teams until the whole university, faculty and undergraduates, united in policy and spirit, stands behind them. We must either agree to play, or agree not to play; but we must agree. In the second place, we must admit the necessity for giving attention to general physical development throughout the college in order to raise the standard of our men. There is nothing more necessary for this than an adequate and attractive gymnasium."

■ ■ ■

Michigan is looking for a new university hymn, to be sung on the football field like the "Orange and the Black" and other dignified college songs of the East. It is believed that suitable words have at length been written, and a musical setting is the next desideratum. The Michigan Inlander publishes the following alma mater song, for which a tune is desired:

Lo, thou hast led us from afar
To learn thy wisdom at thy feet;
And guided by the western star
Today thy sons and daughters meet
Within thy valley hilled around,
Wherein thy stately temple stands
Beside the Huron's murmurous sound—
Thy children, come from many lands.

From many lands, o'er many seas,
Thy children's children come today.
As thou our fathers at thy knees
Didst teach thy wisdom, teach, we pray
Thy newer children to be wise
And good and true and unafraid,
So we may look with open eyes
Into life's face, not be dismayed.

■ ■ ■

Some of the students and members of the faculty of the Law School at Columbia University are urging the establishment of a summer session of ten or eleven weeks. Several attempts have already been made to relieve the congestion of the legal curriculum, and in the last three years seven courses have been cut down from two hours per week for a year to three hours per week for a half year. Advocates of the summer session believe it would satisfy the demand of some students for a shorter law course, by making possible the reduction of the period of residence from three to a fraction over two years.

■ ■ ■

College mascots are both numerous and odd. But Brown University seems to possess one of the most unique. The Providence emblem of luck is Archibald, the spike-hoofed camel.

Archibald is not a common camel, since he is stuffed with hay and history. Some eighty years ago he was brought from Africa, but died en route. He was placed in the natural history rooms at Providence, but was at peace there only thirty years when something happened. Suddenly he loomed up one morning on the college campus, standing stiff and straight. Since then every year at midnight on February 21 he has been carried from his stall to be the central figure around which hundreds of the students have danced in the glare of a huge bonfire, a sort of performance in honor of George Washington. Archibald is the mascot at all the college meets and games. Though old and decrepit and frayed and worn, with little stability and less hair, yet old Archibald always stands

proudly in the foremost rank of the crowd and leads the cheering.

■ ■ ■

Yale athletic officials, encouraged by the gift of a new swimming tank by Andrew Carnegie, are renewing the campaign for a baseball cage and boathouse. Yale alumni have failed to respond to appeals for contributions, and the athletic officials have been compelled to fall back on Walter Camp's "secret athletic" fund of \$100,000, which the faculty turned up in their long investigation last winter, as their sole hope for the two new buildings.

The faculty looked on the \$100,000, the result of rigid economy for thirteen years by the athletic managers, as accumulated surplus, as a lavish amount for new athletic buildings, but talk that it might partially go toward a new stadium has been quieted by the statement that the boathouse will cost more than \$50,000 and the cage as much. A year ago plans were issued by the officials of the crew for a boathouse which they thought would cost about \$35,000. And examination of the plans showed that they were inadequate for such extensive plans as the rowing heads desire and which are already in effect at Harvard.

EDUCATIONAL NEWS IN BRIEF

The penny lunch kitchens, which are being maintained by the Women's School Alliance of Milwaukee are featured as model institutions which are being copied throughout the country. The latest inquiry as to their conduct comes from New York city, the committee on welfare of school children of the United Charities office having written to Mrs. C. B. Whitnall asking for information, with a view to duplicating the system there.

■ ■ ■

A bill passed by the British parliament provides for the alleviation of distress among school children who are insufficiently fed at home. It is estimated that in London there are 122,000 such children, and these will now receive such aid as the needy children in Paris have had since 1867. The first efforts in France were made through the benevolence of what are called school fund societies. In 1882 these benevolent school societies were made compulsory throughout France, and now every child going to school who needs either food or clothing receives it at their hands. A midday meal of warm, wholesome food is served the children. To those who can not pay for this meal a meal ticket is given identical in appearance with that given to those who pay the tariff rate, which is about 2 cents. In 1904 out of

9,229,278 portions distributed in Paris 5,974,359 were gratuitous.

■ ■ ■

German scientists are engaged in excavating a very interesting spot in Asia Minor—the site of the Ionic city of Miletus. The buildings which are being cleared cover each stage of the city's development; that is, through classical Greek to the Roman era, and from that to the later Turkish epoch. Miletus was one of the collection of rich Ionic cities founded by Greeks in Asia Minor. There were twelve chief cities in the colony, but though they were all Greek in origin they had no cohesion, and this lack of union brought about their eventual downfall. The modern ruins of Miletus are known to the Turks as Palatia. The excavations have shown that the belief that Miletus stood on the edge of the sea was erroneous, as a well-preserved canal which connected the city with the harbor has been found.

■ ■ ■

Paine College, Augusta, Ga., was founded in 1884 by the Southern Methodists to educate preachers and teachers for the former slaves and their descendants; Geo. W. Walker is its president. He informs the public that he's a slaveholder's son and a Confederate veteran. Thus far only twenty-one negroes have

completed the college course, he says, but 235 have gone through the normal department. "Our graduates are acceptable to both white and black, wherever they may be at work," he says. "Paine College is under the control of the South. Its pupils learn to know the friendship of the South through its teachings."

■ ■ ■

When the American College for Girls at Constantinople is better equipped with buildings, its faculty contemplate an affiliation with women's colleges in America for advanced study in art and history. These peculiar facilities form one of the reasons why this institution should develop into a great seat of learning for Eastern women. American philanthropy and love of education has expressed itself in two excellent and well-equipped colleges for men in Turkey, Robert College and Beirut College, while this most meagerly supported college offers the only means of higher, or even high secondary, education for girls in this country. A realizing sense of the great need and the great opportunity would, we think, result in an adequate foundation for Oriental women.

■ ■ ■

The youngest professor in the Eastern states is said to be William T. Foster, professor of English at Bowdoin College. He supported himself from a very small child, educated himself, and at the age of 17 had saved enough money to start to college, when he found that he could not enter because he had never studied Latin. He was told he must have two months of Latin, and it was just two months till the time he had planned to enter Harvard. He was not dismayed. He sought assistance, devoted the two months to overcoming the obstacle—and in September successfully passed his examination and entered college.

■ ■ ■

The University of Chicago is not to share in the benefits of Andrew Carne-

gie's \$10,000,000 pension fund for superannuated college professors. In the first annual report of the Carnegie Foundation for the advancement of teaching, there appears a note written to the trustees by the late President Harper, in which he took the position that his institution was not strictly denominational, and was therefore, eligible to a share of the pension fund. The foundation trustees have decided otherwise. Mr. Carnegie's rigid exclusion of denominational institutions from the benefit of his pension system is having the effect, according to the trustees of the foundation, of shaking loose the sectarian hold on a considerable number of colleges throughout the country.

■ ■ ■

Over a period of five years the municipality of Tokio will spend \$2,500,000 to increase and repair the primary schools of that city. On May 31st last, the children of school age numbered 165,080. Those attending school numbered 87,970 in the primary schools and 33,497 in the secondary schools, there are 112 schools established by the municipality, in which the pupils number 93,087.

■ ■ ■

The Nobel Peace Prize has been awarded by the Norwegian Parliament to President Roosevelt. In a short speech the President of the Parliament, Gunnar Knudsen, said what had especially attracted the attention of the world was President Roosevelt's efforts to end the war between Russia and Japan. The amount of the Nobel Peace Prize will be given to trustees to be used as a fund to be expended for the purpose of bringing together at Washington representatives of capital and labor to discuss industrial problems with a view to promoting a better understanding between employers and employees. The committee of six in charge of the fund will be called "The Industrial Peace Committee."

WELLESLEY COLLEGE IN TRANSITION

By Y. E. Lofeanna

Physicians and psychologists tell us that in the course of each seven years the human constitution undergoes a complete change. That which is true of human beings may approximately and in some instances be true of institutions. The last seven years of Wellesley's life have witnessed changes, gradual, to be sure, yet so fundamental that the college may be said to have made a definite cycle of progress.

It was seven years ago this autumn that Miss Caroline Hazard of Peace Dale, R. I., was inaugurated president of Wellesley College. After close attention to administrative duties during the intervening time, President Hazard is this year taking a needed rest.

The essential analysis of change is not easy to make, for the processes of transition are carried on by unseen forces. Growth has come to Wellesley from in outward, as well as from exterior circumstances. The most marked expressions of Wellesley's evolution, however, are capable of being outlined in brief.

In President Hazard's first report, given to the trustees in the winter of 1899, reference is made to the importance which the Houghton Memorial Chapel—dedicated in June of that year—had already attained as the daily gathering place of the students. Year by year the tranquilizing and uplifting influence of this beautiful chapel has been felt. Constant efforts have been made, and successfully, to enrich the chapel services. Before the end of Miss Hazard's first year as president, a vested choir was organized. The personnel of this choir changes frequently, of necessity, but the organization has been continuously maintained. The choir has sung at both morning prayers and the Sunday services, and, since 1901, a series of vesper services with special music, has been given. In 1903 the establishment of a choir fund made pos-

sible the elaboration of the choral work, especially at Christmas and Easter. From the simple plan of choral singing has grown the usage of combining, closely, the musical portions of the service with the devotional, so that each vesper service has a definite unity of thought.

President Hazard, soon after her inauguration to office, deeming it necessary to have a division of administrative duties somewhat different from that already existing, requested of the trustees the appointment of a dean who should take the more strictly academic side of the work, leaving the president free for the general supervision of affairs and the external relations of the college. After a time readjustment, administrative responsibilities were newly divided, and Miss Ellen F. Pendleton, then secretary of the college, was appointed to the deanship. In the absence of President Hazard this year, Dean Pendleton is acting as administrative head of the college.

In the autumn of 1900 a change was instituted in college living arrangements, giving to the faculty the option of non-residence. Residence had hitherto been accounted a part of the salary. This arrangement, after careful consideration, was reorganized by increasing the salaries of all annually appointed members of the faculty and giving them the choice of remaining in college buildings and paying that sum in return for residence or making outside arrangements. Many members of the faculty established homes for themselves in the village; and the freedom which this plan created has resulted in better, broader social relations between college and village.

Wellesley had for some years been struggling under a pressure of debt. Early in 1900, however, events served to open what seems a pathway to future financial prosperity. The offer came

from Mr. Rockefeller of \$100,000 for endowment when the college debt should be finally extinguished. At commencement the treasurer announced that Wellesley was free from debt and in position to claim its endowment. Soon after, the chair of biblical history was endowed by Miss Helen M. Gould, and the Clara Bertram Kimball professorship of art endowed, each in the sum of \$50,000; and Mr. H. H. Hunnewell gave \$25,000 for endowment of the botany department. The chairs of economics and music have since been endowed, and an additional amount received for the Hunnewell chair of botany.

In her first report, President Hazard called attention to several practical problems demanding solution in the immediate future, particularly the matter of central heat and light. Within the next two years a central heating and lighting plant was installed through the generosity of Mr. Rockefeller, at a cost of \$150,000. The gift had been accompanied by the condition that the college raise an equal amount; and thus an additional \$150,000 was added to endowment. As reported by the president last commencement, Wellesley now has endowment of \$953,000, and is working unremittingly to raise the fund necessary to offset Mr. Carnegie's proposed gift of \$125,000 for the library.

The self-government of students has been evolved from a simple beginning in 1899, made by President Mary A. Woolley of Mt. Holyoke College, then professor of Biblical history in Wellesley. Out of this experiment in student government grew, the next year, a series of faculty-student conferences, with the result that on June 7, 1901, an agreement for the establishment of student government was formally adopted. During the years since, the rules have been substantially unchanged; and student responsibility has been found a large factor in developing character and training students not only for college life but for a wider usefulness when college days are over.

As the student members have increased nearly one-half in the last seven

years—from 688 in the autumn of 1899 to about 1200 this autumn—a proportionate increase in faculty numbers has followed. This enlargement of student and faculty bodies has in turn brought about an expansion in the scope of all of the academic departments. Few fundamental changes, however, have taken place in the departments, except those of music and art. In each of these instances, important adjustments have occurred.

Upon the appointment in 1900 of Mr. Hamilton C. Macdougall, member of the Royal College of Organists in London, and a founder of the American Guild of Organists, as associate professor of music here, the department was reorganized. In 1901, Mr. Macdougall was made professor in recognition of his successful and original work. His aim—increasingly developed as the years go on—is to bring music itself into the college; to let it do its own elevating work. In 1905, the addition of an ideally perfect building for music study and exposition gave even greater impetus to this department.

The services of the two departments, music and art—each with its own building—in creating and fostering an atmosphere in which the sense of beauty is developed, can hardly be overestimated. The growth of the art department in the past seven years has been an interesting feature. Freshman courses have been opened, art studies allowed to count toward the degree, and a fellowship for advanced study at home and abroad has been established. At a meeting of the Archæological Institute in Boston, in 1905, a plan was carried for advanced work in mediæval and renaissance art studies at the Classical School in Rome. This completes the system of art education which Wellesley has been trying to evolve.

Seven years have given to Wellesley as many new buildings—three new dormitories, Wilder, Pomeroy and Cazenove; the power house of the central heating and lighting plant; the president's house, Billings Hall of Music, and the completed Whittin Observatory equipment through the recent addition of

a second dome, and a residence for the observatory staff. The year 1905 made the best showing in the matter of new buildings. Pomeroy and Cazenove dormitories and Billings Hall being opened during this year. There is urgent need for increased living accommodations. The two dormitories which are to complete the group designed in connection with Pomeroy and Cazenove must needs be forthcoming in the near future to meet the growing demands of student members.

Earlier than 1902 attention had been turned to plans for developing the college grounds, but it was not until this year that definite action was taken through the appointment of a committee having in charge proper methods of expansion, the placing of new dormitories and future unity of design. In 1904 a superintendent of grounds was appointed, who has since been carrying out a regular scheme for beautifying the college estate.

With the increase in student numbers, the wisdom of centralization and greater unity of control from the more domestic point of view became increasingly evident. The difficulty before the college was the securing of the right person for the important position of superintendent of the domestic life and matters pertaining to the home life of students which are not within the jurisdiction of the Student Government Association. In February, 1904, the trustees appointed as director of the halls of residence Miss Olive Davis, whose services in administration at Wellesley had been tried and not found wanting. In her management of the halls of residence Miss Davis has the able co-operation of four chief officers, among whom the manifold responsibilities are divided—the superintendent of buildings, the superintendent of grounds, the purveyor and the purchasing agent. In the hands of these officers rests the direct responsibility for such vital matters as the oversight of the great circulatory systems of the house, drainage and water supply, the suitable selection and wise purchase of furniture and other household supplies, the economical provision and distribution of *foodstuffs*, the removal of garbage and

other house wastes, the multiplicity of detail connected with heat, light and ventilation, and with the elevator and telephone systems, the repairs incidental to wear and tear, and the watchful guards against unnecessary deterioration of property and possibility of accident. The need of such oversight is great. Systematic, unfailing care secures it.

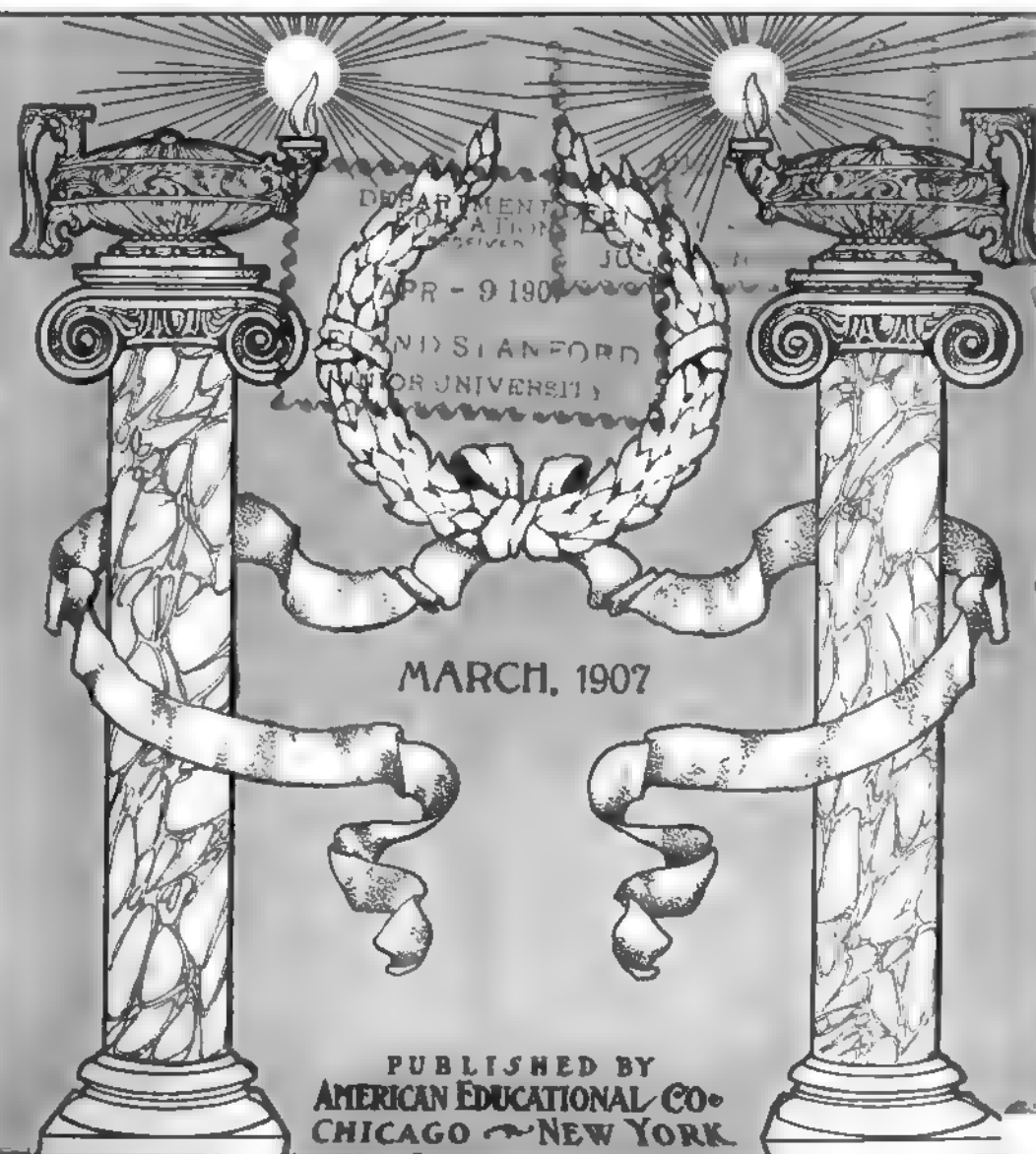
A cursory outline of Wellesley's progress does not give scope for much which might prove of interest. A few additional points, however, may be touched upon. Certain changes involving more general requirements for degrees and the regulation of electives have gone into effect upon the academic side of college life. Matters of hygiene and exercise are given increasing care. Social life receives its due share of attention, and Wellesley's proximity to Boston gives access to much that is advantageous. To Wellesley come the world's greatest thinkers—preachers, lecturers, men and women of foremost rank in literature and the arts.

One, writing of Wellesley, is tempted to take issue against Mr. H. G. Wells, who recently in *Harper's Weekly*, expressing himself on Boston—in which he includes Wellesley—condemns “the waste of leisure and energy, the frittering away of moral and intellectual possibilities.” His being asked if Wellesley College did not remind him of Tennyson's “Princess”—a conventional question, by the way—is to him typical “of the Bostonian weakness for scholastic prestige.” The distinguished guest apparently saw at Wellesley only “the sweet girl graduates rowing on the lake,” and one class in drawing.

Doubtless there is much at Wellesley which is superficial and open to criticism. But this is true of life anywhere, especially in so large and complex a community. Always, however, here as elsewhere, the choice rests with the individual.

The problems of further expansion face Wellesley. The growing demands open new channels and widen old ones. Great gains have been made in the last seven years. There are splendid possibilities for the future, because the past feeds the future in all our growth.

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THE MONTH'S REVIEW

What Educational People are Doing and Saying

Dr. Abram W. Harris, President of Northwestern University, in a recent address on "Education," made a comparison of college training versus experience, and expressed the opinion that the great majority of men who depend upon experience for their training fail sadly.

"That the school and the college furnish education most easily and with the least effort and the least cost, is beyond question," said Dr. Harris, "but that the doing of things also furnishes education is quite as true, and men so educated are those we call self-made.

"This form of education, while it has many disadvantages, has advantages, and though the great majority of men who depend upon experience for their training fail sadly, yet occasionally it produces a man who demands and obtains the highest success usually in a narrow line. The success of these men, except when it depends upon simple luck, is in reality a tribute to education rather than a detraction.

"The world is rapidly growing complex. There are more things to know, and more things need to be known. This demands a new way of preparing for life. It used to be the theory of business training, popular with the last generation, that to learn a business you should begin at the bottom and work to the top. There are examples of success won in this way.

"Carnegie began very humbly, and Rockefeller was not a broadly trained man. But these men are exceptions, and men who have studied and have shown rare appreciation of education. Few men

can climb to success in the old way. It involves too great a waste of time and the learning of many things that have little real value.

"The boy who is making ready to enter the world's work must know many things his father did not know, and what he knows he must know better. Education is more necessary than ever before.

"Some children ought to leave school at the completion of the grammar grades. They have obtained all the education it is profitable for them to get in that way. But there are multitudes of boys and girls who drop out of school long before that point is reached. When they do so because of financial obligations or family duties, or because of the demands of health, there is nothing to be said, but too often the motive is an impatience of restraint or an anxiety to be at work. In every case of doubt the rule ought to be to stay in school.

"A boy may look upon a college training as a business investment. President Roosevelt never said anything better than when he advised a body of school boys to be sure that in life each one pulled his own weight. A large part of life is to be spent in business of some sort, and he is a wise and patriotic citizen who plans as definitely as possible to make his business life the most useful and the most profitable. This is not saying it shall be mean or sordid for it may be a most useful life in the highest sense.

"The uneducated man has his good time when he is young, his hard time when he is old. The educated man has his hard time in youth, his great returns in old age. As the number of college men in business increases their competition will make such training more and

more necessary to success. Colleges have been growing with startling rapidity and the competition is bound to be sharper and sharper. The school cannot make the man, nor supply ability. But it can help a man to make the most of the abilities God has given him.

"The church has been the great recruiting ground for the college. No class of men, as a class, have achieved such eminence in the higher walks of life as the sons of ministers and this because they have been peculiarly the well educated class of men of our country. The church is the founder and supporter of most of our colleges.

"It is not surprising that our rich men grow liberal to schools. It is a great call. Those who listen to it show a noble appreciation of duty to the public and furnish the best answer to the charge of commercialism."

* * *

Of a decidedly opposite view to the one taken by Dr. Harris is the opinion of W. S. Ashby, in an article in the *Business Monthly Magazine*. He says:

It is astonishing to learn how little the universities have had to do with the education of the great captains of finance and industry. The manufacturers of steel furnish excellent examples. Carnegie started as a messenger boy, Schwab trundled a wheelbarrow, and Corey studied bookkeeping and chemistry at home until he was sixteen years of age, and then entered the laboratory of a steel foundry. Our great merchants, John Wanamaker and Marshall Field, secured only a limited education. Mr. Wanamaker attended a rural school until he was fourteen, and later walked four miles to Philadelphia to work in a book store at \$1.25 per week. Marshall Field attended an academy until he was seventeen, and then went into business. Russell Sage was born on a farm, was educated in the public schools, and began his career as a grocery clerk. John D. Rockefeller started as a bookkeeper in a commission house. W. L. Douglas began pegging shoes at the age of seven, and

gleaned nearly all of his education from the great school of experience. Harri-man, the railroad magnate, received his training in the public schools. In fact, but very few of the great railway promoters have gone beyond the secondary schools. Even in educational circles, some of the leaders are not college men. The Superintendent of the City Schools of Chicago, the highest salaried superintendent in America, was mainly self-taught. There are many other notable examples that could be mentioned, but space forbids.

The examples given do not disprove the value of higher education; for our best men of thought and action are thoroughly educated along both general and technical lines. Many of the business men of today are not educated, but the business men of tomorrow will be, and the various institutions teaching commercial studies will, to a great extent, be held responsible for their training.

Commercial life has become too strenuous for the man of affairs to train his subordinates. He must look to the commercial schools for that; and his success will depend largely upon his ability to secure capable and trustworthy assistants. The successful business man must be trained and educated along the line of his specialty. Fifty years ago, a young man could get this training in an office, but business men of today have not the time or inclination to coach a beginner. Unless he has capital, his only hope is to secure a business training in a school. He cannot meet the sharp edges of competition without a knowledge of accounts, trade relations and business methods. This is a day of gigantic combinations of capital, evolution of system, and fierce competition. Young business men and women should be taught the principles of exchange, finance, collections, credit, office equipment, organization and management, and also should understand the economic and social conditions that effect banking and business in general, rather than so much Debit and Credit. They should know that the mere mental possession of facts, unless coupled with character, integrity, culture and energy, is of little value. It

is these qualities in connection with practical knowledge that contribute largely to a successful business career. Dr. Brown, of the University of California, says: "Every man's education should carry him as far up the course of general culture as he can go consistently with other duties of life, but every man's education should be rounded out with technical training for some definite occupation in life."

Commerce and industry have a seat in our Federal Cabinet, and why not in all of our institutions of learning? The business man without books of accounts is as helpless as the mariner without a compass. Mr. Rockefeller's great business is the result of system,—system which his knowledge of the science and practice of accounts enabled him to evolve. The disciplinary value of the study of accounts is second to no other branch. It stimulates thought, directs method, and enforces accuracy.

A century ago the brainiest young men of our universities went into the chemistry, law, and medicine. But how is it today? The statistics show that 40% of the Yale and Harvard graduates engage in business. Their social and financial standing is such that teaching law or medicine does not appeal to them. The remuneration is insufficient, hence they choose a business life. Taking these facts into consideration, does it not appear that the universities have been rather slow in adjusting their curriculum to meet the changing conditions?

Private initiative has solved the problems of progress in the past, and no doubt will continue to do so in the future. We need not look to public institutions for educational reform. The private mind is first affected before public consciousness is aroused.

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Dr. Roxana H. Vivian, instructor in mathematics at Wellesley College, who is this year, during
American College for Girls at Constantinople. leave of absence from Wellesley, teaching in the
American College for Girls at Constantinople, draws some graphic comparisons

between that college and Wellesley. In the Orient, says Dr. Vivian, there is no such standard of preparation for college as we have in America, nor does the American College here have such a waiting list as Wellesley has. Half the problem of education here is to make people understand and appreciate it enough to want it. The result is that students of all grades of preparation and ability are expected and provided for, and the work of the instructor is very largely individual. I have an arithmetic class composed of Greek, Armenian, Bulgarian and German girls, in which no one member at the beginning of the year could make herself intelligible to all the rest.

Parts of the work in the American College are necessarily elementary, but is approached from a broad, scholarly and progressive standpoint. Girls marry early in the East, and the years for study are correspondingly few. They enter college young and immature, but four years of college training make apparently a greater difference with them than with American girls. Even a newcomer can trace so clearly the advance from freshman to senior in scholarship, purpose and self-control.

The college has a successful Student Government Association, with a constitution very simple as compared with that of Wellesley, but most effective in that each student, with hardly any exception, feels herself bound by it. Girls in the Orient have probably nowhere else such real freedom as here, and, in a country where so much is forbidden, these rules, formulated often by themselves, do not trouble them as they would American girls. The language rule is perhaps the most interesting one. "English must be spoken on Mondays, Fridays and Saturdays; French on Tuesdays, Wednesdays and Thursdays. Students are allowed to speak their vernacular on Sundays." In enforcing this rule they use a medal, their own plan. If a girl is heard speaking the wrong language, the student officer on duty gives her a silver medal, which she can only get rid of by passing it on to the next offender.

The seniors have many privileges and form an exception to almost every rule,

but they have a heavy responsibility in various ways in overseeing the younger girls. Each senior has direct charge of several younger girls in all sorts of personal matters, and is very conscientious about it. Seniors and underclass students are assigned also to members of the faculty as freshmen have been at Wellesley. Owing to the dormitory system, students and faculty are not such close neighbors as they are at most American colleges for women.

* * *

Georgia is making some encouraging progress in industrial education in connection with one of

Agricultural Education.

the most important industries. It has been decided by the Georgia legislature that the state shall have an agricultural college in each of the congressional districts, to be branches of the state university. Thus eleven new schools to teach farming are assured in the state and each section will share in this educational advantage.

Virginia, North Carolina, South Carolina, Georgia, Tennessee, Alabama, Mississippi, Louisiana and Nebraska have passed laws requiring agriculture to be taught in the schools. Other states are taking steps to do this. A large number of counties in Illinois, Iowa, Missouri and Ohio, and all the counties in Maryland are requiring agriculture in the schools.

In Europe, Agriculture is taught in connection with school gardens and there are said to be more than 100,000 of these gardens. France alone has nearly 30,000, as the teaching of agriculture has been obligatory since 1882. Austria has more than 20,000 of these gardens. In Russia no school will be accepted by the state to receive state funds unless a garden is connected with it. In a single province of Southern Russia 257 schools have gardens aggregating 300 acres. In 1895 these gardens contained among other things 111,000 fruit trees, 240,000 forest trees, and more than 1,000 beehives.

In Belgium all teachers are required

to give theoretical and practical instruction in botany, horticulture and agriculture.

* * *

By those who have watched the rapid growth of the colleges and universities

College Influences.

fears are often expressed that personal contact between president and student, between professors and pupils will be lost, if it has not been lost already; and that so the best part of a college education will be forfeited. The definite charge, by a writer in a recent number of the Outlook, that in one college at least this condition has already come to pass, brought out some interesting correspondence. One woman mentions a professor who not only knew all "his boys" while they were under his instruction and helped them by personal advice and friendly social intercourse, but has kept in touch with every one of them since they were graduated. Once a year he sends them all a letter, and nearly all of them reply. The atmosphere is almost like that of one great family. The misfortune of one is the concern of all, and all help to repair it. The correspondents cite other colleges and other men to show that intercourse between faculty and students is growing more intimate instead of more remote; and no one has considered it necessary to cite—for every one knows—the definite system which most of the colleges have for bringing all the students under the direct personal influence of some of the professors or other instructors. Candid graduates of 40 or 50 years ago, if they are familiar with present college conditions, nearly always admit that the relations today are simpler and more familiar. The old-time professor, however beneficent his influence, was too often a man of austere dignity, which made him unapproachable. His modern representative may be regarded with less awe but not with less affection. One thing must be remembered, remarks *Youth's Companion*, it takes two to form a friendship as well as to make a quarrel. The student must meet advances

half-way. If he does, there is little danger in any college, large or small, that he will go through the course friendless or without the helpful influence of close contact and acquaintance with "praeses et professores."

* * *

Philip L. Seman, superintendent of the Jewish Educational Alliance in St. Louis, in a recent address urged the establishment of a "bread-winners' college" in St. Louis, for the benefit, he said, of thousands of persons who have not had opportunities to obtain higher educations.

In his address Mr. Seman said:

"The popular clamor is that the workman is not granted what he is worth. Labor meetings are held and you take the bull by the horns, and you hold on to the horns. When you take a bull by the horns, you must act.

"And how are you to force the conditions you desire? By the ballot; but not in the hands of uneducated workmen. Education is what the workman needs first of all. Then will follow quickly a readjustment of conditions which are to-day burdensome to you."

* * *

Professor Eugen Kuehnemann of the University of Breslau, who has been spending six months at Cambridge in the German and American Universities, system of "inter-changing" instructors between Harvard and the German government, says some interesting things in his farewell address to his English-speaking classes. He points out as follows some of the differences between German and American universities:

"There is a great difference between the American and German systems of university education, and your system has some great advantages. Here the element of self-education is greatly developed and it is very helpful; much is gained where the students are together, coming directly under one another's influence, and forming strong links of

friendship that hold in after life. Your college spirit is a fine thing; it is due, no doubt, to the fact that you live in dormitories and not in private quarters alone as the students do in Germany.

"All our universities are state universities, and for this reason there is no college spirit as you know it at Harvard, where the physical good of the institution always remains dear to the heart of the alumnus. Such a spirit, of course, exists in Germany as it must everywhere that a young man receives an education or other thing of value for which he is grateful, but it is of a different kind and is not so important as that spirit in American colleges. The old German student does not have to come to the support of his alma mater, for there is no occasion for that.

"The amount of knowledge necessary to enter a German university is fairly represented by the attainments of a student who has finished the first two years at Harvard. The German goes to the university for the doctor's degree only and intends to spend three or four years there. He wants to obtain the best possible intellectual training both in letters and science; he wishes to be under the best teachers in his branch of learning and he considers it improbable that he will find the best professors all in one university. Moreover, he desires that his university training shall be as beneficial to him individually as possible."

* * *

Little is to be said in defense of the decision by the Yale athletic authorities refusing to join the Harvard movement looking to the abolition of the professional coach. In golf and swimming, perhaps, professional instruction is not profitably dispensed with. But on the track, in football, basketball, hockey, rowing and baseball the admitted advantages of the paid coach are more than destroyed by the evils that have grown up under the system. True sportsmanship has been sacrificed to a desire to win at any cost—and cost, in the financial sense, has gone far toward the determination of

athletic victories that are not worth the name. It is a bad thing for the college spirit when the weight of money can assure the football team of one college a heavy advantage over the other, or when the possession of the most high-priced rowing expert by another university makes the annual regatta look like a procession in which the star coach's crews are in front by a quarter of a mile and the rest nowhere.

This is to say nothing of the commercialization of the game so far as the general public is concerned, and the perversion of the athletic festivals of other years to the uses of a circus, with ticket speculators in command and scandals about the sale of seats involving the undergraduates. Of late years, in response to the public agitation against the abuse and the firm stand taken by Columbia and Harvard on the subject, there has been a wholesome improvement. But it is a pity that Yale could not have thrown her influence in favor of the plan to do away altogether with professionalism in intercollegiate athletics.

* * *

William Hawley Smith, in a recent address before the County Teachers' Association in Chicago, expressed the opinion that the colleges and universities dictate too much as to what shall be studied in the lower grades of the public schools.

"We let the colleges dictate the policies of the public schools too much," he said. "The colleges represent the aristocracy, and the public school never should be exploited for the benefit of the minority.

"We have got the schools headed in the right direction now. Why should the universities dictate what shall be studied in the lower grades? For people who go in for classics the doughty Achilles may be a very good thing. But if a child can't swallow the Greek myths, don't make him.

"There are other things in the world just as good. Some children are not fitted for such studies. It is not because their skulls are thick, but because the immortal gods are distasteful to them. Let them have what they want."

Large gifts for educational and philanthropic purposes are fortunately not rare in the United States. Our annual totals of such donations and bequests are a source of wonder and amazement to Europe. Last year's total was \$106,000,000, and included over a dozen \$1,000,000 gifts.

The present year is young yet, but it promises to eclipse all previous records, especially in regard to educational gifts. A few days ago Mrs. Sage announced two donations of a million each to two excellent institutions, the Emma Willard Seminary and the Rensselaer Polytechnic, and this was construed as an intimation that the greater part of the colossal Sage fortune would find its way into the treasuries of educational institutions. Now comes the magnificent \$32,000,000 gift by Mr. Rockefeller to the cause of education in the United States. This, as the General Education Board—the recipient of the donation—says, "is the largest sum ever given by a man in the history of the race for any social or philanthropic purpose."

One-third of the sum is added at once to the permanent endowment of the board and will be applied at the discretion of this able and representative body. The public need have no doubt as to the complete realization of the board's promise to "transmute" the gift "into intellectual and moral power." The board, under its charter and by-laws, studies the educational facilities and needs of all parts of the country and helps any institution that in its judgment deserves aid and recognition. It has done a good deal for the South, and will no doubt do much more in the future.

In some quarters there may be a revival of the talk against accepting "tainted money" for any purpose, and fresh arguments may be drawn from the commerce commission's recent report on the methods of Standard Oil and from the facts set forth in the bill of the Department of Justice for the dissolution of that trust. The common sense of the country will conclude, however, that while everything possible should be done

to prevent improper "business use of wealth" and the accumulation of "swollen fortunes" by illegal or immoral means, there is every social reason for encouraging the application of fortunes already acquired to noble, useful and beneficent purposes.

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At the beginning of the present college year the seniors at Yale University agreed to adopt the "Honor" of College Students. This expression in college circles is understood to refer to an arrangement under which the students declare their intentions not to cheat in recitation or examination. Its foundation rests upon the conviction that the commandment "Thou shalt not steal" applies to intellectual activity, and that the true ideal of a gentleman cannot be associated with one who seeks a better mark by dishonest means. The Yale seniors found that their new plan worked so well that they now propose its extension to include the lower classes. Some doubt is expressed, however, whether the freshmen should be so trusted.

College freshmen quickly learn the ways of the upper classmen. They look with interest upon the older member of the college community who displays a "roller crib" which has been handed down from one generation to another and has been used in many an examination for the salvation of some shaky student. They are taught quickly the importance of the commandment "Thou shalt not be found out." They come to understand that "swiping" is not stealing, and that, no matter what the value of an object may be, it is all right for a college man to steal it or destroy it. If freshmen are not ready for the "honor system" the fault largely rests upon their teachers in the upper classes.

At Princeton it is said that no man can cheat in examination and stay in the institution, the overwhelming condemnation of his fellows being sure and merciless. The same thing is true in most southern colleges, according to the account given in Sheldon's "Student Life and Customs." The fine sense of honor

long the heritage of the South manifests itself in this way also, the professor taking no precautions in an examination, sometimes leaving the room, the students being quick to detect and punish an offender against their unwritten code. In the northern colleges little attempt has been made to check the custom of cheating in class or examination, and no special censure follows detection in such a course so far as the student body is concerned.

It is unfortunate that "honor" is so scarce a commodity among the boys and girls who are in the colleges. While the Yale seniors were discussing the value of their plan for extending the "honor system," the Yale librarian was preparing a press bulletin announcing that a student had been expelled from the institution for mutilating the files of papers in the library, utterly unconscious, apparently, of the petty meanness of his selfish act. In a university a few days ago three posters designed for the advertising of a student show given to raise money for student prizes were stolen almost as soon as they were put up, those who made them being deprived both of the desired advertising from them and of the money their sale was expected to bring. The "I did not think" reply to censure is a common one, because students have been educated in wrong ideals. Most of the attempts to better conditions have failed. It is a slow process to overcome the influence of traditions in college. It is unfortunate that so many of these traditions take little account of "honor."

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A survey of the field of technical education shows, first, a group of high-grade engineering schools preparing young men for the leading positions in professional, industrial, and educational callings. These schools are increasing their laboratory facilities, year by year, and are steadily improving their instruction in mathematics, physics, and chemistry, as a basis for good engineering practice. The development in this field will be the extension of the work beyond the require-

Technical Education.

ment for the bachelor's degree or the engineering degree. Just as medical schools add a year or more of post-graduate study, so engineering schools in the near future will extend their work into the realm of post-graduate work. The need of engineering education beyond the stage reached today in the ordinary college was apparent to such a far-sighted educator as the late President William R. Harper, of the University of Chicago. No engineering college has yet been organized in the university, but the plans contemplate a school that shall tower above all other schools of its kind as the university itself towers above the small college. A further survey of the field discloses a number of "cut, fit, and try-on" schools. These do not devote their energies to any one subject or stratum of education. They may teach art, high school studies in general, engineering, photography, stenography, cooking, dress making, library economy, or any other subject for which there is sufficient demand to form a class. These schools form an essential link between the older and the newer phases of education; they show the tendency of the age; in them the experimental educational work is done and later special schools are founded to carry on the work begun here in a small and tentative manner. As evidence of this, witness the course in library economy established by Armour Institute of Technology in 1893 and after a few years of successful life adopted by the University of Illinois; also the numerous schools of domestic economy following on the heels of the successful courses given at Armour.

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It has been said of the public school that it is the heart of American society.

It touches more directly all orders and conditions of people than any feature of American society.

The public school is for the children

of every class of the population and within its portals all are given an equal opportunity. The child of the foreign-born citizen is as welcome as the child of the native-born. When they cross the threshold of the public school they stand upon an equal footing in respect of all rights and privileges. There is no discrimination in the properly conducted school. There, if nowhere else, social or class distinction is eliminated. Mental qualifications and studious application are the only passports to superiority.

In order that the public school shall perform its great function it must be kept free from every influence that may have a demoralizing effect. Those who administer the public school system must be unhampered by any obligation or allegiance, political or otherwise, that might divert them from the clearly defined line of duty to promote the cause of public education.

The mere politician should have no hand in administering the school system. Such a person can not be depended upon to take much interest in the legitimate work of the schools or in matters relating to them. His primary concern is with politics, and if he can use the public school to partisan advantage he will always do so.

It is unfortunately true that nearly everywhere in this country politics has played a potent part in connection with public education. In all the large cities, especially, the sincere friends of the public school have had to wage a constant warfare against the demoralizing influence of the politicians.

Progress has been made in spite of this. Everywhere the standard of public education is very much higher today than it was a quarter of a century ago. The demand now is that the standard shall not be lowered, and that it may not be it is imperatively necessary to free the public schools from all political influence.

OF CURRENT INTEREST

PREPARATION FOR OPENING OF CARNEGIE INSTITUTE.

The new building of the Carnegie Institute at Pittsburg, which has been erected by Andrew Carnegie at a cost of \$6,000,000, will be dedicated with public ceremonies on Monday, April 11, and the two following days.

The Carnegie Institute embraces under one roof the four departments of fine arts, natural history museum, public library and hall of music, and in separate buildings it controls the Carnegie Technical Schools, representing an aggregate cost for construction, equipment and endowment of \$25,000,000.

The trustees have arranged for the attendance of an imposing group of distinguished men from Europe, besides the presence of a large number of prominent men who have won fame in doing the world's work in America. Among the distinguished foreigners who will be present are:

Baron Descamps, Minister of State, Belgium.

Leonce Benedete, director Luxembourg Gallery, Paris.

Professor Marcellen Boule, director Museum of Natural History, Jardin des Plantes, Paris.

Baron d'Estournelles de Constant, member of the French Senate.

Camile Enlart, director of the Trocadero Museum, Paris.

J. Th. Homolle, director Gallery of the Louvre, Paris.

Friedrich S. Archenhold, director Treptow Observatory, Berlin.

Dr. Reinhold Koser, chief director of Prussian state archives.

Ernst E. Von Ihne, court architect.

Lieutenant General Alfred F. J. L. Von Loewenfeld, emperor's personal representative.

Theodor von Moeller, Minister of State.

Professor Fritz Schaper, sculptor.

Edwin A. Abbey, president Royal Birmingham Society of Artists, London.

Sir Robert Ball, professor of astronomy and geometry, Cambridge University.

C. F. Moberly Bell, manager London Times.

Sir Robert Cranston, lord provost of Edinburgh.

Sir Edward Elgar, musical composer. Hammond Hall, editor London Daily Graphic.

Very Rev. John Marshall Lang, principal Aberdeen University.

Guglielmo Marconi, electrical engineer, inventor of wireless telegraph.

Dr. P. Chalmers Mitchell, secretary Zoological Society of London.

Sir William Henry Preece, electrical engineer.

Dr. John Rhys, principal of Jesus College, Oxford University.

Dr. E. S. Roberts, Cambridge University.

Dr. John Ross, chairman Carnegie Dunfermline trust.

Earl of Southesk, chief of Carnegie family.

Clement K. Shorter, editor London Sphere.

W. T. Stead, editor Review of Reviews.

Sir William Turner, principal Edinburgh University.

Maarten Maartens, author, of Holland.

The official programme announced by the trustees includes a private inspection of the building and a reception to the distinguished guests on the opening day, with an address by Mr. Carnegie in the afternoon and a gala performance by the Pittsburg Orchestra in the evening. The remainder of the time will be taken up with addresses from distinguished guests and an international conference for the discussion of world topics, including international peace.

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ENDOWMENT FOR DOMESTIC SCIENCE.

There have been several royal gifts to educational institutions already this year, but perhaps none of them has been more

wisely considered from the practical point of view than the anonymous one of \$400,000 for the equipment and endowment of a domestic economy building to the Teachers' College, the professional school of Columbia University for the advanced training of teachers. This large sum, with other sums which have been contributed for purposes allied to this department, puts Columbia University in advance of other educational institutions, so far as the new study of domestic science is concerned.

Not many years ago, in the days when literature, the classics, and the sciences were considered the only proper studies, housekeeping as a study in the university curriculum would have been "laughed out of court," but there can be no question now that it has come to stay, and will gain in importance and dignity. The new idea of domestic economy is not merely the selection and cooking of food. Science has invaded the kitchen and the whole house, indeed, and even psychology is making tentative visits to see what it can do in the new field. The scheme of the new domestic science school will cover not alone cooking but household chemistry, investigation of dietaries, sanitary science, physiology and bacteriology, domestic administration, hospital and institutional supervision, laundering, sewing, dressmaking, millinery, household art and design, heating plants—in brief, the scientific organization of the home and its adaptation to modern conditions.

All of this is of the first importance because the domestic trend is now towards housekeeping scientifically conducted, and homes scientifically organized and managed largely under the auspices of janitors or professional housekeepers. It may even happen that in the not distant future the house or the apartment may be cared for by a company which will give bonds to keep it in perfect running order, with a minimum of effort on the part of its inmates, and supply trained employes who shall be responsible to it, thus incidentally disposing of the present servant girl problem. But whether the home reaches this evolutionary stage or not, there can be

no question that the keeping of the house grows more and more scientific all the time and that the old-fashioned mistress of the house is fast disappearing, her place to be filled by the trained expert.

There never will be a time when houses will not have to be kept. Perhaps if they can be kept scientifically by contract companies or by graduates of domestic economy schools we shall all be the better, and perhaps the wealthier, for it. In culture circles it will be a boon, for the devotees of art can then pursue their studies of Ibsen, Browning, and Shaw, run their new theaters, and investigate the social problems undisturbed by anxieties of a household kind or worries about dinner. In social circles if Dr. Dana's contention be true that women's arms will soon disappear for lack of exercise, and be replaced by wings or fins, domestic science will be hailed with delight.

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UNIVERSITY CONTROL.

"University Control" is an educational problem which continues to attract the earnest attention of those who fear that there are many present tendencies which need restraining. Professor Stevenson of New York University in the November number of *The Popular Science Monthly* writes on this subject with considerable vigor. He reminds us that there are 607 colleges and universities with about 22,000 instructors and 118,000 students, with property valued at \$465,000,000, and an income in 1904 of \$40,000,000; that the university now is a great business corporation and enterprise; that while boards of trustees are composed of men superior to those in ante-bellum days they have far less authority now than then; the trustees are isolated from the college and their power is transferred to the president; the president himself has next to nothing to do with teaching; he is generally "managing officer of a great corporation with buttons on his desk which keep him in touch with managers of departments; his work is purely administrative and in the very nature of the case he comes to regard all within the corporation's range as his

subordinates"; he is generally expected to be a successful gatherer of funds. The American president grows, the professor dwindles. "The all essential portion of the university is the teaching staff; it does the work for which the college or university was founded; all other portions of the organization, trustees, president and 'what not' were intended for the encouragement and strengthening of this staff. Under the American system the relations have been reversed. There seems to be a deliberate attempt to convince the community that college professors are singularly child-like in simplicity and in lack of business capacity. One president has dilated on the unworldliness of college professors and has left the impression that he thinks low salaries not altogether bad, as they tend to encourage high thinking and indifference to worldly affairs." Professor Stevenson cites a number of cases in which the action of faculties, arrived at after long deliberation, have been abruptly and inconsiderately overruled. "The anxiety to have the corporation do a big business makes number of matriculants quite as important, to say the least, as the character of instructors or instruction. . . . This anxiety for bigness has led to the prominence of semi-professional athletics, to the lowering of standards that college champions may 'get through,' to the lowering of ideals and even of morals." A student expressed well the general sentiment of his class when Columbia took its stand against certain forms of athletics—"What is Columbia coming to any way? It's going to be nothing but an educational factory."

Remedies are suggested: "There is no possibility of change for the better until there is full recognition in practice of the academically undisputed fact that the university in its essence is educational, all else about it being purely incidental. With this will come recognition of another fact that no one should be entrusted with the executive duties of a university or college until he has had as thorough training for the post as that required of bank presidents. It will be recognized also that choice of this executive officer should be made by those

whose special training has fitted them to judge respecting the qualifications of a candidate. . . . The teaching staff must be recognized as the all-important part of the institution for whose support and encouragement all other parts exist. The presidential wedge, now constantly widening the gap between the business and the educational interests, must be removed and the gap closed. The business man and the teacher must be brought into contact, the inevitable result being, as Mr. Monroe has said, great profit to both." The Edinburgh organization, with some modifications to meet American conditions, would, it is declared, bring about a result devoutly to be wished. "The faculty's influence would pervade the whole institution and the work throughout would be directed to educational ends."

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COLLEGE REQUIREMENTS AND SECONDARY SCHOOL WORK.

The vexatious question of the college entrance requirements in Latin and Greek cannot be accepted as settled, and it is most important that the present movement towards uniformity should not be allowed to fix finally upon the country a fundamentally wrong and unfair standard. Entrance examinations are intended to discover whether the applicant has the power and has had the training that will enable him to do the work of the college effectively. It is not feasible to demand accurate knowledge of large fields of study. Power, not organized knowledge, is the end of school training. In the case of the languages, the choice of authors and the choice between different parts of the works of each, together with the order in which they are to be read, should be left largely or wholly to the school.

The certificate system of admission to college has this advantage, that the colleges admitting on certificate are generally willing to accept any reading of the required amount and the right sort, and without regard to the time when the particular author was read; whereas the examination system practically requires that the authors set for examination be

read in the year of the examination. The colleges which are unwilling to rely entirely upon certificates of the preparation of applicants for admission might safely and properly accept the statement of the schools as to the amount of Latin and Greek read, and still reserve to themselves an adequate test of fitness to continue the study of these languages in college and of mental power and discipline. This supreme test is the sight-examination. Such an examination may be made to serve all the purposes of any entrance examination. It will show the applicant's knowledge of forms and of syntax, the extent of his vocabulary, his command of his own tongue, and even, if the passages are carefully selected, his acquaintance with classical antiquity.

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ROOSEVELT ON ATHLETICS.

"One reason why I so thoroughly believe in the athletic spirit at Harvard is because the athletic spirit is essentially democratic. Our chief interest should not lie in the great champions in sport. On the contrary our concern should be most of all to widen the base, the foundation in athletic sports; to encourage in every way a healthy rivalry which shall give to the largest possible number of students the chance to take part in vigorous outdoor games. It is of far more importance that a man shall play something himself, even if he plays it badly, than that he shall go with hundreds of companions to see someone else play well; and it is not healthy for either students or athletes if the terms are mutually exclusive. But even having this aim especially in view, it seems to me we can best attain it by giving proper encouragement to the champions in the sports, and this can only be done by encouraging intercollegiate sport.

"As I emphatically disbelieve in seeing Harvard or any other college turn out mollycoddles instead of vigorous men, I may add that I do not in the least object to a sport because it is rough. Rowing, baseball, lacrosse, track and field games, hockey, football are all of them good. Moreover, it is to my mind simple nonsense, a mere confession

of weakness, to desire to abolish a game because tendencies show themselves, or practices grow up, which prove that the game ought to be reformed.

"If necessary, let the college authorities interfere to stop any excess or perversion, making their interference as little officious as possible, and yet as rigorous as is necessary to achieve the end. But there is no justification for stopping a thoroughly manly sport because it is sometimes abused, when the experience of every good preparatory school shows that the abuse is in no shape necessarily attendant upon the game.

"We can not afford to turn out of college men who shrink from physical effort or from a little physical pain. In any republic courage is a prime necessity for the average citizen if he is to be a good citizen; and he needs physical courage no less than moral courage, the courage that dares as well as the courage that endures, the courage that will fight valiantly alike against the foes of the soul and the foes of the body. Athletics are good, especially in their rougher forms, because they tend to develop such courage. They are good also because they encourage a true democratic spirit; for in the athletic field the man much be judged not with reference to outside and accidental attributes, but to that combination of bodily vigor and moral quality which go to make up prowess.

"I trust I need not add that in defending athletics I would not for one moment be understood as excusing that perversion of athletics which would make it the end of life instead of merely a means in life. It is first-class healthful play, and is useful as such. But play is not business, and it is a very poor business indeed for a college man to learn nothing but sport.

"Play while you play and work while you work; and though play is a mighty good thing, remember that you had better never play at all than to get into a condition of mind where you regard play as the serious business of life, or where you permit it to hamper and interfere with your doing your full duty in the real work of the world."

RAILROADS SEEKING MORE COLLEGE GRADUATES.

Men with college training are to be in greater demand on the Pennsylvania Railroad henceforth. The management is making special efforts to secure apprentices who have a real technical education. The man who has it proves himself, other things being equal, to be more valuable to the railroad than the one who has been forced to get along without training.

With the tremendous New York improvements of the Pennsylvania and other extensions all along the line there is the increasing need for operating men and engineers of experience and judgment. New positions of responsibility are being created and must be filled. Every year the Pennsylvania has been receiving applications for employment from about twenty college men, most of them graduates of technical institutions. The company is taking steps to get applications from a much larger number.

"We must have more college men on our lines," said one of the officials, speaking of the company's improvements and need of new men. "Of course, being a graduate is not enough in itself, there has to be ability to insure promotion. There will still be employes without the record of a day in college who will rise to the top, some men can't be kept down. But the fact remains that technical training is what a railroad man ought to have and we intend to get those who have it."

The Pennsylvania's policy of employing college-trained men for certain branches of the operating and engineering departments has been a great inducement, and graduates now occupy some of the most important executive offices in the service of the company. The fact that the Pennsylvania, at the start, gives a college man sufficient pay to afford him proper support is a powerful attraction.

A diploma does not entitle the candidate for railroad honors to any sort of a "soft snap." He has to begin at the bottom of practical railroading. It is in the Maintenance of Way Department that the trained man is needed most these days, and there he finds work to which

he can readily adapt himself. First he is rodman in the office of a Division Assistant Engineer or in the construction branch of the Department. After serving his term as rodman he is sent to Altoona.

Altoona, Pa., is known as the seat of the greatest railroad educational establishment in the world. Since 1871 the Pennsylvania has trained its men there, and some of the highest executive officials in the general offices in Philadelphia went through the severe course. When the Maintenance of Way novice reaches Altoona he is put to work in the yards. These yards are seven miles long and contain about 210 miles of tracks. The novice, who may be made dizzy by the maze of tracks at first, learns the intricacies of shifting, how to keep car records, to manipulate signals, to classify cars, and to do many another thing which he has to know all about before he can rise.

Altoona yards are left for the road. The graduate has now become an assistant supervisor and is assigned to some stretch of the line. He watches steel rails and learns to tell when they are as they should be. Crossties, ballast, tie-plates, nuts, bolts, ditches for drainage—all these have to be known thoroughly. Then, perhaps, the assistant becomes a full-fledged supervisor; after that come the grades of assistant engineer and superintendent. When the college man gets to be a superintendent he has qualified as a railroad expert.

For the college man trained as mechanical engineer there is a special course at Altoona. He becomes a "special apprentice," as distinguished from the regular apprentices who have had no training. The "special apprentice" is put through a four years' course the like of which is not to be found anywhere else. He goes through the shops—boiler, blacksmith, wheel, car, tank, and all the rest. Part of the time is spent in the draughting room and part in the testing room. Three months the railroad student devotes to firing an engine on the road, acquiring such a knowledge of the working of a locomotive as only experience can give.

Men available for promotion to the highest positions usually go through the grades of inspector, assistant master mechanic, assistant engineer of motive power, master mechanic, road foreman of engines and superintendent of motive power, but the line of promotion is not determined by rigid rule.

The percentage of college men in the service of the principal railroad systems is becoming larger every year, and such inducements as those offered by the Pennsylvania are expected to make the attraction for graduates still greater. With the traffic of the railroad increasing by leaps and bounds every technically trained man who is ready to work will be able to find a place.

* * *

DOES AN EDUCATION PAY?

Does it pay to learn to make life a glory instead of a grind?

Does it pay to open a little wider the door of narrow life?

Does it pay to add power to the lens of the microscope or telescope?

Does it pay to know how to take the dry dreary drudgery out of life?

Does it pay to taste the exhilaration of feeling one's powers unfold?

Does it pay to push one's horizon farther out, in order to get a wider outlook, a clearer vision?

Does it pay to learn how to center thought with power, how to marshal one's mental forces effectively?

Does it pay to acquire power to get out of high and noble pleasures which wealth cannot purchase?

Does it pay to acquire a character wealth, a soul property, which no disaster or misfortune can wreck or ruin?

Does it pay to have expert advice and training to have high ideals held up to one in the most critical years of life?

Does it pay to make life-long friendships with bright ambitious young people many of whom will occupy high places later on?

Does it pay to become familiar with all the lessons that history and science can teach as to how to make life healthy and successful?

Does it pay to become an enlightened

citizen, able to see through the sophistries of political claptrap and vote intelligently on public matters?

Does it pay to experience the joy of self discovery, to open up whole continents of possibilities in one's nature which might otherwise remain undiscovered?

Does it pay the sculptor to call out from the rough block the statue that sleeps in the marble, and which shall tell the story of heroism and greatness to unborn generations?

Does it pay to have one's mentality stirred by the passion of expansion, to feel the tonic of growth, the indescribable satisfaction which comes from the consciousness of perpetual enlargement?

Does it pay to have four years filled with the most delightful associations and cultured people, at an age when ambitions and high ideals have not been dulled or shattered by disappointment, or the unbounded faith in human nature shocked by violated pledges?—Success.

* * *

BRAIN WORK.

College students are reported from time to time as damaging or killing themselves by hard study. We doubt the truth of most of these statements. A knowledge of the facts would show, we believe, that in nine-tenths of these cases the cause of the breakdown was not an excess of brain-work, but the lack of something else—such as nutritious food, sleep, bodily exercise and a cheerful temper. The truth is no organ of the body is tougher than the brain. Hard work alone, pure and simple—apart from anxieties and fear, from forced or voluntary stinting of the body's needed supply of food or sleep and the mind's need of social intercourse—does far more to invigorate the brain than to lessen its strength; does more to prolong life than to cut or fray its thread.

It is the rarest thing in the world for a man to think himself to death, unless his thoughts run for many years in a monotonous rut—which is as detrimental to vigor as a monotonous diet to the digestive functions—or unless his thoughts relate to something very painful, irritat-

ing, or distressing. It has been justly said that thought is to the brain what exercise is to the physical organism: it keeps the channels of life clear, the blood-vessels unobstructed, so that the vital fluid courses along them distributing newness of life and vigor of action to the latest hour of existence.

So untrue is it that college students break down from the stress of study on the brain that, other things being equal, the hardest students enjoy the best health. Where one young man, if any, ruins his health by wrestling with mathematical and psychological problems, or with the enigmas of Greek and Latin syntax, bad habits, the strain and excitement of athletic contests, cigars, wine-drinking, and other forms of dissipation, and heavy eating at late hours, undermine the health of hundreds.

The lives of the great scholars in ancient and modern times show that a student who takes abundant food, sleep and exercise at regular hours, sits down to his meals in a pleasant mood, rests half an hour afterward, recreates himself by frequent rides or walks and commerce with his fellows, may toil over his books ten or twelve hours a day, and yet live happily till he reaches fourscore years, or even longer.

* * *

LEARNING THE ALPHABET.

Why should children be forbidden to learn the alphabet? Simply because the alphabet is deficient in the number of letters required to represent all the sounds that the child must learn to pronounce, says a writer in the *Daily News*. To deceive the child with the idea that he is starting on the right road to learning the English language by being taught the Roman alphabet can result in nothing but confusion and harm, the writer continues.

If the alphabet were English and completely depicted to the eye all sounds as heard by the ear, then to fail to teach the alphabet the very first thing would be a real crime and one deserving of punishment. But, so long as we use our present inadequate number of letters and consequent confused system of spelling, it is

certainly best to teach English as if it were Chinese—that is, by “word forms.”

Children should be allowed to learn the alphabet only when it can be done without misrepresentation and deception. We should treat the child mind gently and fairly—not with confusion and unreason.

* * *

COLLEGE STUDENTS AS THINKERS.

It is important for college teachers to promote the pursuit on the part of their students of such subjects as in their inherent character demand thinking, and also to promote such a pursuit of these subjects as does promote thinking. Mathematics is a subject which demands thinking. It is thinking; it is nothing else. History may be presented as a matter of acquisition; it also may be presented as a matter of weighing evidence as a study of cause and effect. Economics is a subject which specially offers opportunities for such study as develops thinking. Its phenomena are complex and the causes which prevail in its field are often obscure. These studies and similar ones offer a special advantage in creating and nourishing the power of thinking.—*North American Review*.

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MORAL INFLUENCE OF COLLEGE LIFE.

Intellectual gain is no compensation for moral loss. What even the world calls success is more often determined by moral than by mental qualities. Ordinary mental ability inspired by a high moral purpose will, in almost all directions, have in a long career a larger success than extraordinary mental power coupled with immoral tendencies and habits. But college life assumes higher aims for its representatives than simply success in a business or professional career. It is to do its largest and most valuable work for the student, not as a future lawyer, physician, editor or preacher, but as a man. Its distinctive office is to enlarge, enrich and ennoble the life. It is to give not merely information and scholarly training; it is also to impart culture and to develop character.

That college life has its temptations to wrong doing and to wrong living, as has every other phase of life, is of course granted. But were the impossible to be made possible, and college life to become an exception to life in general, what parent would ask for this condition of things, unless he wished the product of the four years in college to be not a man but a grown up boy? The important question, then, is not, are there temptations in college life, but are the temptations so many and so strong as to make a college course peculiarly perilous to the average youth? The man of college advantages, simply because of his advantages, is a marked member of the community. With the interest of the press in the affairs of our colleges, and the large gathering of students at the different athletic contests, all that is evil comes quickly to the light; but because seen and known it is not beyond help and correction. Accepting whatever criticism can be made in this direction, it may still be said that college life in general is, without question, today cleaner, manlier and more morally invigorating than it was a generation ago. The young men who make themselves so unhappily conspicuous on these public occasions, are not only a small proportion of the whole body of students, but in the college community they are of very little account. As a body the students are industrious, earnest and manly.

If we suppose the young man while in college to start wrong in any direction, there is much to help him again to right ways in the new opportunities and influences for something worthier, which come through the simple change of terms and years. Not only does the young man pass from questionable habits to correctness of conduct, but from indifference and indolence to earnestness of purpose and energetic application and successful achievement. The college graduate has the peculiar advantage of having lived in two worlds, and hence in a good sense, two lives. The college world is an epitome of the world outside. One may, therefore, in the four years in college, pass through in kind, if not in degree, a wide range of the mistakes, defeats and losses which are pos-

sible in every life. When this experience comes in college days, sad as it is, it is most often effectual. Probably there are no more thoughtful, serious hours in the whole lifetime of the man, than those which even the most careless student cannot escape as the college course nears its close.

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THE STUDENT AND HIS COLLEGE PAPER.

College journalism has become so common that the student frequently fails to realize that it fills a unique place in college life. Instead of looking upon the college paper as a connecting link between the student and the various events and incidents of the institution, he may inconsiderately cast the last number aside if locals seem to him old or editorials not to his taste. This feeling does not appreciate the general purpose of the paper and is unfair to earnest effort. In larger institutions probably a daily keeps ablaze the athletic spirit and gives general news; the funny man with cartoons and jokes has his own sheet; the literary magazine affords meritorious aspirants in that field a means of expression; perhaps the religious organizations have their paper; and a special journal keeps the alumni in touch with their alma mater. The several college interests are thus fostered. The service in each line is efficient, but it is noticeable that general college unity is sacrificed. Where one magazine combines these functions, the different departments can give free expression to each of the diversified college interests and at the same time the unity in editorship can arouse a genuine united college loyalty.

The college paper, then, should be to the student the representative of all that is good in college life. In its columns should be found recitals and criticisms of what has been transpiring. It is the students' means of expression. It should chronicle their best thoughts and productions, and place a premium on earnest and noble effort. At the same time it should teem with the life and spirit characteristic of a student body.

Again, the student should realize that the college paper may be of more than temporary service. It is a means of draw-

ing together the students and those who in former years studied within the same walls. Nothing will make friends like a common interest. And the records of progress and items of general news will sustain in the old students and alumni an active interest that will insure friendship wherever and whenever you may meet them.

* * *

SOME WONDERFUL ANSWERS.

Sometime ago Mark Twain favored us with "English As She Is Wrote," in which he quoted a series of delightfully absurd answers given in all good faith by children in public schools, who wrote the said answers on their examination papers. Here is a series of similar answers quite as ridiculous, given by the students of a well-known southern institution of learning:

What was the chief event of Solomon's reign? He died.

Who came before him and who came after him? David, the Queen of Sheba.

What are the enduring remains of Egyptian civilization? Pyramids, obsequies.

In what Christian tenet did the Egyptians believe? In the immorality of the soul.

What religion had the Britons? A strange and terrible one called the religion of the dudes.

What caused the death of Cleopatra? It was because she bit a wasp.

Where is the climate hottest? Next to the Creator.

What causes perspiration? The culinary glands.

What are molars? Teeth which grow outside the head.

What do you call the last teeth of man? False teeth.

What is the form of water drops? Generally spherical for various reasons known only to the Gracious Providence who made them.

What is the spinal column? Bones running all over the body. It is considered dangerous.

Name the domestic animal useful for

clothing, and describe its habits. Ox; doesn't have any habits, because it lives in a stable.

Of what is the surface of the earth composed? Dirt and people.

What is the function of the gastric juice? To digest the stomach.

What is Milton's principal work? The exclusion of bad angels out of heaven.

What is the chief industry of Austria? Gathering ostrich feathers.

Name six animals of the Arctic zone. Three polar bears, three seals.

Define idolator. A very idle person.

Define ignition. The act of not noticing.

Define interloper. One who runs away to get married.

Define ominous. Power to be all present.

Define flinch. Use it in a sentence. Flince, to shrink; flannel flinches when it is washed.

Define hireling. One who is hired; teachers are the hirelings of the Government.

Define vengeance. A mean, spiteful desire to pay back: "Vengeance is mine," saith the Lord.

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CULTURE.

Culture, real, true culture, is got by life and living. The professor may teach you as best he can; he may lead your mind through strange ways and to wonderful things, but when he has put forth the last, kindly, thoughtful effort, your destiny is in the grasp of your own hand and brain. And whether fortune gives you peace and plenty or the fates deal you grief and unrest, whether the world dashes your hope to dust or raises your soul to its dream, when the end is reached and your fondest and dearest and most cherished longing has been realized or dissipated, the value of your life to others and the grandeur of it to yourself, will be measured by the degree in which you have moulded something, be it your own character, or be it marble, paint, or iron, or the thoughts, the feelings, and the circumstances of men.

UNITY IN AMERICAN EDUCATION

The foreign observer of American institutions is always struck by our lack of that centralization in many of those functions of government which to his mind seem by nature to belong to one common authority. That forty-five States, six Territories, and several dependencies should each have a local system of its own, defining crimes, creating rights, or establishing a machinery of government, seems to many such observers both wasteful and confusing, says a writer in the *Boston Transcript*. Among so many laws of so many kinds, they reason only a few can be ideally perfect. To be sure the hand of the Federal Government, with its uniform taxation, enormous and far-reaching public services, and above all with its control of foreign and interstate commerce, does much to bring the local communities into line. Quite as much, however, is now being accomplished in the way of unifying American law and legislation by the voluntary cooperation of the various States, and by the voluntary union of the men in those States most interested in common action.

In education, for example, where the Federal Government has least authority and least influence of suggestion or example, where each State is literally a law unto itself, recognized American types of primary, secondary, university, technical and professional systems have made their appearance, one State borrowing from another its common schools, or normal schools, or commercial education, or manual training, or university organization, so that the advance of one becomes the advance of all; for there is no international copyright upon the reproduction of educational ideas. This common educational spirit within the different States has been much helped out by general organizations of teachers, of which the largest and most powerful is the National Educational Association counting thousands of members distributed throughout the Union. Another body less numer-

ously attended, but in many ways more powerful in moulding American education is the Association of School Superintendents, which meets annually and vigorously discusses the problems of both city and rural schools.

For many reasons the institutions of higher learning have been less influenced by this unifying force. A dozen of them are older than the States or the Union and go back to Colonial times for their charters and traditions. Of the later colleges and universities by far the greater number have been founded by religious denominations in order first of all to train young people in the faith of their fathers; even Chicago University, by its charter requires that a majority of the trustees shall always be Baptists. Chicago, however, really goes into a group of what might be called great secular universities, of which Stanford and Tulane universities are clearer types, in which the chapel has its place, but stands no further to the front than the library or the laboratory. Another type, of which there are now numerous powerful examples in the State university, which is usually set as the protecting capstone of the whole system of public secondary and primary education; such are the universities of Minnesota and Texas and California and of many other strong and wealthy States. Among the three types of the distinctly denominational, the secular endowed, and the public State university, it has been difficult to bring about harmony, or even mutual understanding. In several of the older States the denominational colleges combine to prevent what they consider unreasonable application of public money to the State University. In others, as in Michigan, the State university got the first start, and almost no small colleges have grown up alongside of it.

Up to the Civil War the professors of a college were usually graduates of that college, and except for the manning of new institutions, there was little move-

ment of teachers from one institution to another. The feeling of solidarity has been very much increased by the notion, which during the last twenty-five years has become rooted in the minds of college trustees, that the teacher of any subject must have had special training in that subject, such as in most cases his own institution could not furnish; hence new men are constantly brought into the faculties with a new set of ideas; such men not being nurtured in the rivalries of their college are disposed to enter into relations with each other, and have brought about a group of societies and associations such as Modern Language Association, the Association of Classical Teachers, the American Historical Association, and many scientific societies, which by their annual meetings and publications bring the teachers into harmony. The result has been the development of a professional understanding among the college and university teachers throughout the country, and a feeling of a common task, so that many of the meetings of such associations are given up to the discussion of methods of teaching.

In all types of the American university the government is not in the hands of the teachers, but of a board of trustees, sometimes represented by, sometimes dominated by, sometimes in open warfare with, a president whom they elect, and these units of university government have no such prime feeling of common responsibility and purpose as the teachers. In this part of the country this difficulty has in part been met by an annual meeting of the Association of Colleges in New England, composed of the presidents of most of the New England colleges, with one delegate from each faculty. Under the inspiring influence of President Eliot, who founded it and has been its leading spirit, the Association has been most conservative as to any sort of action that might be construed as an attempt of the larger universities to control the policy of the smaller.

About ten years ago, the late President William R. Harper of the University of Chicago conceived the idea of an association that should bring some of the largest institutions throughout the country

into a better mutual understanding, and those meetings have now for seven years been held annually. The official purposes of the Association refer chiefly to the administration of degrees; but in practice the meetings take up almost any questions of joint import, for it passes no general legislation, and even its mild recommendations go back to the colleges for their decision.

Among the problems directly or indirectly touched by the association is the status of students. The lively movement of students from one institution to another, causes constant reference to their previous records, for no reputable institution will receive a person who has been at another college without inquiring into his course of life there and his reasons for leaving. The subject of uniform entrance requirements has been opened up, although less formal mutual understandings have caused the papers of the examination boards of the Middle States and Maryland to be accepted by a considerable number of colleges throughout the country, including Harvard. The question of athletics was one of the earliest to suggest common university action. No one who was present at a certain meeting of the Harvard faculty twenty years ago will ever forget a wondrous communication of President McCosh of Princeton, beginning: "This is the time to cease looking back at the retrospect," which was discovered to be an invitation to a joint conference of the two colleges on intercollegiate athletics. For the delicate and difficult work of athletic negotiation, an association of college presidents is not very well fitted and the Harvard athletic committee instituted about fifteen years ago has been followed by most of the large universities in its combination and faculty, graduate and undergraduate membership; and such organizations have carried on athletic discussion.

On the programmes of some of the meetings of the American Association of Universities has occasionally been placed a discussion of questions of university organization and direction, but it is not yet apparent that harmony in that direction is approaching, nor is unity in or-

ganization at all necessary for unity of purpose and accomplishment. The meetings held yesterday and today in Cambridge under the presidency of the cosmopolitan President Wheeler of the University of California, himself a graduate of Brown, but once almost simultaneously offered full professorships at Harvard, Yale and Cornell, has therefore no great world problems to solve. It is rather a clearing house for university ideas, in which the most distinguished and experienced educators of the country may tell their neighbors, not so much how all American colleges ought to be carried

on, as how particular colleges are successful. Some observers have declared that the three bodies of greatest power in the United States were, in the order of their greatness, the Senate of the United States, the Washington correspondents of the great newspapers and the presidents of the large American universities—the makers of the law, the makers of reputations and the makers of the future statesmen. Harvard is honored by the presence of some of the men of greatest influence in the third among these groups of potentates.

GENERAL COLLEGE NEWS

The Troy Female (Emma Willard) Seminary trustees have made a formal announcement of the receipt of \$1,000,000 from Mrs. Russell Sage. The money will be used to develop the institution. At present there are several fine buildings located in the center of the city. These structures will be taken down and the material removed to a hill site on Troy's outskirts, where twenty-five acres will be utilized. Mrs. Sage graduated from the Emma Willard School in 1847. Russell Sage, a number of years ago, built the present Sage Hall, which is a part of the group of buildings.

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The announcement of several new gifts to the Teachers' College, New York City, one of \$400,000 for the buildings and equipment of a new school of domestic economy, was made last month. In addition to the \$400,000 gift there is a gift of \$50,000 for the extension of the heating plant. The names of the donors were withheld. Fifty thousand dollars has been contributed from different sources to complete the "first million" endowment fund of the institution.

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Two endowment funds, one of \$1,000,000 and the other of \$50,000, have been given to Johns Hopkins University by the heirs of Charles L. Marburg, who died last month. The donors are the sisters and brothers of the deceased, Miss Ame-

lia Marburg, Miss Emma Marburg, Theodore, William A., and Albert Marburg.

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Announcement is made that L. H. Severance, of Cleveland, will furnish the sum needed for the completion of a girls' dormitory at Wooster College, Wooster, Ohio. The structure, it is estimated, will cost \$100,000. The sum Mr. Severance will give is reported to be \$30,000. The building is to be known as Holden Hall, in honor of President Louis E. Holden.

* * *

A \$100,000 building to be known as the University Temple is in course of construction at the University of Nebraska. It will be used as a place for student gatherings.

* * *

By the will of Milton Durham, a graduate of De Pauw University, Ind., more than half a century ago, all his estate of \$50,000 will go to a permanent endowment fund for the current expenses of the institution on the death of his widow. He and his wife have been closely associated personally with De Pauw for many years, attending commencements and anniversaries.

* * *

The trustees of Washburn College, Topeka, Kan., have started the fund of \$75,000 which the college is attempting

to raise in Topeka, by subscribing among themselves the sum of \$25,000. Announcement was made of this subscription in chapel at Washburn during the Washburn day exercises.

* * *

A big university is being planned for Louisville, Ky. Workers for a \$1,000,000 fund have been aroused by the announcement that a prominent eastern man has agreed to give \$500,000, provided the remainder can be raised. The Commercial Club of Louisville has already a \$100,000 contribution, so that the prospects of the greatest university in the south are bright.

* * *

Andrew Carnegie has informed President Leavitt of Ewing College, Ewing, Ill., that he will give the college \$10,000 if a like amount can be raised by the college. This college is in Franklin county and is the only school for higher education in twenty-seven counties in southern Illinois. Benton and Marion, Ill., each have pledged \$1,000.

* * *

Work on the new \$40,000 administration building for Baylor College, Belton, Texas, has commenced. The excavation for the structure was made in the summer, but the rock work was delayed pending the raising of funds.

* * *

Fire destroyed the main building of the North Texas Normal College, located at Commerce, on the morning of January 29th. The three dormitories were not injured. The college building was a three-story structure with brick veneer, and was not a very old building and was in excellent repair. The building was estimated to be worth \$25,000 and the furniture, apparatus, books, etc., were valued at \$15,000 more, making a total loss of \$40,000. On this there was but \$8,000 insurance. A new and better building will be erected immediately. In the meantime the work of the session will not be interrupted, as one of the dormitories will be converted into temporary recitation rooms.

* * *

The East Texas Baptist College, located at Rusk, is to be turned into a

young girls' training school. Dr. Right was elected president and will immediately take charge of the property and make the necessary changes in the building to conform to the requirements of a training school. This is the first effort of the Baptist Church of Texas to conduct an industrial school. The scope of the work has not been fully outlined yet, but it is known that among other things a dairy will be conducted by the institute, and its students will be given a thorough training in that work. Other branches also will be taught by this institution, and a complete literary course will be included.

* * *

First of the large gifts made by Mrs. Russell Sage from the fortune left by her husband is a million dollars to the Rensselaer Polytechnic Institute of Troy, of which her husband was a trustee for ten years before his death, and a nephew, Russell Sage, 2d, was a graduate. The gift is made unconditionally, and Mrs. Sage has stipulated that in the event of her death before the money is paid it be regarded as an obligation on her estate. It is believed the money will be used for the establishment of the Russell Sage School of Mechanical and Electrical Engineering.

* * *

The work on the new dormitory for Bethel College, Newton Kan., has begun. Andrew Carnegie promised some time ago to donate \$10,000 towards the building when they raised \$10,000, and the last \$500 of the amount was raised last month. The dormitory will be located just east of the college building.

* * *

The new Galt Collegiate Institute, Galt, Ont., erected at a cost of \$65,000, and said to be one of the most completely equipped institutions of its kind in Canada, having manual training and domestic science departments embraced in the building, was formally opened last month.

* * *

Plans for the new building for the Union Hebrew College at Cincinnati show a very handsome group. The buildings will be of red pressed brick

with stone trimmings. The general scheme is the English university style. The large administration building will occupy the center. To the right will be the library and to the left the chapel. Two buildings will be added at a future date, giving the arrangement the form of a quadrangle. The buildings will be reached by a series of broad stairs. The buildings will cost \$250,000, of which about \$50,000 will be contributed by Isaac W. Bernheim of Louisville.

* * *

Work has begun on the new Y. M. C. A. Building which is to be constructed by the Y. M. C. A. of Austin College, Texas. The first contract, which includes the digging of the foundations and the cement work, has been let. The students have taken pledges, some to be paid at call, and others at stated intervals. They have now in sight something over \$5,000, and the president is now in the field to raise the remainder. As soon as the foundation has been completed the contract for the building of the walls will be let, and by this time it is hoped that the boys will have enough on hand to complete and furnish the building. It is to be the first college Y. M. C. A. building in the state.

* * *

Thomas Lowry, president of the Minneapolis, St. Paul & Sault Ste. Marie Railroad, has donated \$10,000 to the Lombard University at Galesburg, Ill. The sum donated completed an endowment fund of \$100,000, which President Fisher of the college required.

* * *

The sixteenth anniversary of the organization of the State University of Iowa will be celebrated at commencement this year at Iowa City. Secretary of War Taft will make the commencement address this year, and the presence of the distinguished publicist will aid in drawing to Iowa City a fair representation of more than 7,000 alumni of the university. The institution was organized February 20, 1847. It is the oldest and earliest child of the State of Iowa, whose sixtieth anniversary was not celebrated

December 20, 1906, anywhere in the commonwealth. The celebration of the sixtieth anniversary of the founding of a great institution of learning at Iowa City, therefore, will be in part, at least a celebration of the University of Iowa.

* * *

John Armstrong Chanler, cousin of the Astors and brother of New York's lieutenant-governor, has deeded his ancestral estate to the University of Virginia. The property consists of a tract of about 400 acres in Albemarle county, known as "the Merry Mills." The deed includes the manor house, with its paintings, statuary, books, furniture, and all the live stock, vehicles, and farming implements of the place. Mr. Chanler, however, reserves the right to occupy and enjoy it all freely during his lifetime. The conveyance is subject also to a certain life estate in the property of Earle G. Money, Mr. Chanler's friend and agent.

* * *

More than \$1,500,000 of the estate of Wallace C. Andrews, one of the original Standard Oil men, who perished with his wife in a fire in their home in April, 1899, was given by the appellate division of the Supreme Court to the Andrews Institute for Girls of Willoughby, Ohio. The estate has been tied up in the courts for several years.

* * *

Knox College, Galesburg, Ill., let a contract for the building of a gymnasium to cost \$25,000, this amount having been contributed largely by the alumni.

* * *

The trustees of Lake Forest College announce that word has been received from Andrew Carnegie's secretary that \$30,000 has been given for a new dormitory at the college. In anticipation that the money would be given plans have been prepared and work on the structure will begin soon. The trustees were notified also by the secretary of the Carnegie Foundation that a pension has been awarded Professor C. A. Dawson, who was injured in North Dakota last summer.

MEMOIRS OF LEE AS A COLLEGE PRESIDENT

From an Address by Hon. Thomas J. Kernan, at Washington and Lee University

I shall always remember how my heart filled and overflowed with joy and pride when, one day in September, 1869, my father announced to me that I was to go at once as a student to General Lee's College in Virginia. Of course, we knew that its technical appellation was Washington College; but it was for us then, as it has been to me ever since, pre-eminently General Lee's College. Like every living creature in the South that had survived the war, I fairly worshiped the very name of Lee; and the fondest wish of my heart and wildest dream of my ambition were both fulfilled when it was finally settled that I was to be placed under his charge.

At that time I had the pleasure of being a young man. So young and so small, indeed, was I, that my mother, with many tears and kisses, as near and as dear to me now as then, surrendered me with much reluctance and misgivings to the college, which every mother regards as a cruel stepmother, or, at best, only a "rude, ragged nurse; old, sullen playfellow" for her tender little ones. These timorous apprehensions of a loving mother all proved, of course, unfounded, for my Virginia alma mater at once became for me a mother almost as kind, as tender and as dear to me as she who had just kissed me good-by in far-away Louisiana.

I remember, even better than if it were yesterday, the long railway journey, the delightful night ride on the canal-boat from Lynchburg, the eventful arrival at Lexington the next morning, the long trudge up the hill past the frowning portals of the "Citadel of Mars," as we facetiously styled the Virginia Military Institute, and through the smiling groves of the "Temple of Minerva," our classic appellation of Washington College. My heart beat high with health and hope and happiness that day; and, lowland youth

as I was, the bracing highland air, the distant blue mountains and the rosy-cheeked girls we met all gave unwonted charm and zest to life.

The next day was the most eventful of my life. That was the day I first saw General Lee. He was standing on the campus near the entrance to his office, talking to a little barefoot boy who wore a broad-brimmed straw hat, a broad white collar and very short trousers, and had for his companion his big dog, "Gruff." The general's kindly eye kindled with genuine, though amused, interest at the boy's childish prattle about "Gruff's" wonderful doings. The little fellow soon whistled to his dog and went scampering away with him over the campus.

The General went into his office, and I waited on him there with my letter of introduction. I felt then, and I have ever continued to feel, that I was in the presence of the greatest of living men; and yet I was unafraid. He put me instantly at ease, and, while I never ceased to feel that he was great, I soon forgot that I was so infinitely small. In that short interview my preconceived ideal of him was more than realized. Boylike, I had seen him only through the haze of battle-smoke and crowned, godlike, with a halo of military glory. Now that the living Lee stood revealed to me, I knew instantly for a truth that

"The bravest are the tenderest;
The loving are the daring."

I see him now in all the majesty of his manly beauty. His grand, handsome face, his graceful, well-proportioned figure, his kindly eye, with its glance of blended strength and tenderness—all are just as real and present to me tonight as they were on that September morning, now, alas! so many years ago.

I left with him with the sense that I

had found another father in my new Virginia home, which I soon learned to love second only to that other home in Louisiana, endeared to me by all the sweet and tender ties of childhood.

I count myself thrice happy to have been one of those who sat at the feet of General Lee in the grand old halls of Washington College, hallowed by so many precious memories. Those were the heroic days of that historic institution. A nursling of the Revolution, it had been endowed by Washington; but it was left for Lee to breathe into it the deathless life of his immortal spirit. In April, 1865, he surrendered the rear guard, as it were, of one generation of Southern youth at Appomattox; in October, 1865, he assumed command of the advance guard of the next generation of Southern youth at Lexington. Napoleon grandiosely said to his Old Guard at Fontainebleau: "If I have consented to survive, my comrades, it is but to write the story of the great things that you and I have done together." He died miserably at St. Helena, without redeeming this pledge, or accomplishing aught else of good. Lee, by his conduct, said in effect: "It has pleased God to let me survive my comrades, whom I have taught to die grandly; I will consecrate my declining years to teaching your sons to live nobly." And the fulfillment of that promise is writ large in the history of the five last years of his life, consecrated to the cause of education. I doubt if mere human annals furnish an instance of devotion to duty so simply grand, so purely noble.

The war drums had ceased to throb and the cannon and the bugle both were mute, when the broken and ragged Southern regiments came home to taste the bitter sweets of peace with defeat. Did I say home? Could this desolated ruin be the smiling home the returning soldier had left but four short years before? His call of the roll of his loved ones proved but a heart-gripping call of the roll of the dead, on which were inscribed parents too old, wife and sisters too tender, children too young, and all too gently nurtured to survive the privations and hardships of war. The ghastly

sight of their untombed graves blurred the sun forever to his eyes, and his heart sickened and died within him.

This ruined home, this broken-hearted soldier, typify the South and her people, when Lee, almost alone, resolutely set to work to encourage and to help in the up-building of his people's shattered homes and ruined fortunes. He resolutely put aside all offers of wealth, distinction and repose, and chose the arduous task of leadership of Southern youth. Who can doubt the wisdom of his choice, or its complete unselfishness?

And so, the great chieftain, who had just laid down the supreme command of all the Southern armies, and still a prisoner on parole, rode unattended into Lexington on Traveler and assumed command of Washington College, with its staff of four professors and its corps of fifty students. Instantly, almost, the power of his mighty genius and the magic of his great name wrought a revolution. He at once rallied around him the South's greatest educators and the flower of Southern youth. And hope was born again in the hearts of Southern people, there upon that sacred spot, where the ideals of the old South, so beautifully realized in him, were cherished and preserved, and the spirit of the new South, inspired by him, was born and nurtured into strength and beauty.

Advancing years had not availed to chill his warm heart or dim his clear vision; for Love and Genius are ever young, and these both united to illuminate and ennoble his holy work. The immobile and unreasoned traditions of the past, as well as the reckless untried innovations of the present, were both absent from his scheme of education, which included all in the new that his unerring judgment pronounced good. Never were conservatism and progress so harmoniously blended; nothing valuable brought by the past was rejected; nothing valueless offered by the future was accepted. With the unclosed eye of genius he saw clearly that, for the South, one era had ended and another had begun; and his educational policy united the spirit of the era that had been with the spirit of the era that was to be, and from this union

sprang a system endowed with all the strength of maturity and all the freshness of youth.

Washington College, linked with his immortal name, soon became world-famous for its thorough work and for its high standard both of scholarship and character. Thither flocked students in great numbers from all the Southern states. Some also came from the North and from Europe. I remember a few of them even from Japan, whither, I doubt not, they took with them something of the spirit of Lee to fire the hearts and nerve the arms of Togo's sailors on the Japan Sea, and Oyama's soldiers on the Manchurian plains.

He had accomplished his self-imposed and unselfish task when he quietly sank to rest at his post of duty, and we thankfully and reverently laid him there in that consecrated spot. There is a monument erected to him on every Southern hearthstone, a loving epitaph engraved on every Southern heart. There are countless public monuments to his memory; but above them all, unapproached and unapproachable, towers that grand educational institution which is the embodiment of his constructive genius, the living organism, in and through which

his spirit still lives and breathes and walks among us. There he set up for Southern youth the true ideals of private character and public duty, and breathed into them the breath of life, and made them the familiars of our daily lives.

Priceless, indeed, is the heritage left us by our gallant fathers and gracious mothers of the old South. Graceful manners and noble deeds were the very staple of their daily lives, from which the old South wove her wondrous story. There was the home of honor, the citadel of chivalry. Her men were the bravest and the tenderest; her women the truest and fairest. Sweet glimpses of those halcyon days are indissolubly blended with the earliest recollections of all the beauties of the sunny, happy life of the old South of long ago. It is all enshrined in history and hallowed in song and story. The sun ne'er smiled upon a land more fair, nor on a people more worthy of so fair a land. But the greatest and most precious of all the legacies of all the ages is the ideal realized in the life and character of Robert E. Lee, the kindly gentleman, the peerless soldier, the great educator, the human exemplar—Godlike in his strength, Christlike in his humility.

RANGE AND LIMITS OF THE PREPARATORY SCHOOL

By Charles F. Thwing, President Western Reserve University

The general law which determines the functions and limits of the preparatory school is the law of the increase of the relationship of truths as education advances. The first stages of education are concerned primarily with facts, the apprehension of individual truths is the chief function. As education proceeds the apprehension of individual truths, of course, proceeds also, but the relations of these individual truths to each other and to other truths become yet more significant. The preparatory school stands in the mist of the application of this general law. Individual facts still have great value; apprehension and memory are yet primary functions; but the func-

tion of comparison and of relationship has begun to come into force in the mind of the student, and is to continue to play a yet more important part as his education proceeds.

Under this general law the preparatory school is not to forget that its primary function is two-fold; it is to fit boys for college, it is also to fit boys, to use the phrase which is used in one of the earliest documents of the Phillips Academy, at Andover, for the "great business of living." These two functions should be so planned and so conducted that they should be essentially one. The best preparation of a boy for a good college should be an equally effective preparation for a

good life, and the conditions for admission to college should be so broad that what fits a boy well for the "great business of living" should also prove to be a worthy preparation for entrance to the freshman class.

In the performance of this duplex and yet one function it is the duty of the preparatory school to give the student a thorough training in the elements of the Latin language. Many arguments used for the study of Latin seem to me puerile. But there are two considerations which are of primary value. One of these considerations relates to the fact that the student who knows Latin extends vastly his conception of both the modern and the ancient world. He lengthens out his past by considerably more than a thousand years. The student whose linguistic studies begin and end with French and German has a past to his world of not over 300 years; in German it is much less. The student who reads his Cicero and Virgil, even with all the haltingness which is so common, and so at once lamentable and ridiculous, lengthens out these 300 years to 2,000. Is it not worth while for every boy and every girl to think of life adequately, comprehensively, largely? Is it not advantageous to have a great and noble background for thinking, for judging, and, even more, for feeling? Is not the present more real and more significant when it is seen that the present puts its roots down into the walls of the tufa stones of the Roman forum? Whether one goes to college or not, it is of the highest importance to be able to relate one's self in heart and mind to the older world, out of which has come the present.

Furthermore, I hold a brief for Latin on the ground of its value in the formation of what one may still call English style. Why is it that so few of the writers of today possess a sense of style? The causes are doubtless manifest; but one cause at least is evident: It is the decline in the thoroughness of training in Latin and the shortening of the period which most students spend in the study of the language. I will not go so far as does my friend Prof. Barrett Wendell of Harvard College, that most interesting

critic, who tells me that in his opinion the only way of forming an English style is to write Latin verses; but I am glad to go with him so far as to say that one of the best ways of forming an English style is such a study of Latin that one can read his Horace without translating it, or, if one be not able to go so far as that, one may say that a good way of forming English style is also the putting of Horace or Livy or Cicero, both essay and oration, into noble English. If, therefore, what we call style in writing English has value, it is evident that Latin should form a part, and no small part, of the studies of the preparatory school.

Other considerations for the pursuit of the language might be added, but the limits set for this paper forbid their presentation. I also should be glad to discuss the relations of Greek to the preparatory school but the same limits also are prohibitory.

I therefore pass on to say what seems to me also of some immediate importance. The preparatory school is to remember that it is to prepare the boy or the girl for the future in his heart, feelings, expectations as well as in the formal intellectual disciplines. I mention this element for so many foreign schools (by chance I write in Florence, Italy), seem to let the boy suck life's orange too early. Life's pleasures and satisfactions of a more material sort he has come to possess while he is still in his 'teens. Life's higher contentments he may have accepted and in part vacated before he is in full readiness for them. To him the noon of his characteristic development has been reached before the hour of twelve and its early promise of 9 o'clock has struck at the hour of seven. The approach to all of life's noble and great experiences is to be gradual. Academy boys are to be kept academy boys. The freshness of life is not to lose either its dew or its bud. The idea of the blasé is to be sentenced and cast out of the preparatory school as not being in good form. The tendency of these boys to ape the manners and sports and ways of college men—and all imitations are usually of the worse and not the better—is to be discouraged. To these boys these school

days and these school walls are to represent both living and life—splendid, hopeful inspiring full of fascination.

For securing this great result of intellectual and emotional freshness the teacher is the chief or the only force. Men who, while manly have been able to keep the boys themselves, represent the type. Methods are of slight avail. The men, forces in themselves create the school atmosphere and atmosphere is precious. Such men are hard to find. Scholarship is primarily of the intellect, and scholarship while transmuting the intellect into an engine of power and of delicacy may yet dessicate the emotional nature. These men teachers in these

schools, are indeed to be scholars but they are to be more than scholars. They may be humanistic; it is well; they should also be humane. And some teachers in the great preparatory schools have not been humane.

But more and most, they should be human. Simple humanity is the chief thing to be asked for in a teacher as indeed it is in the members of any profession. Such teachers being human, are able to sympathize with the boy to see with his eyes and to feel in and out his exultations and disappointments. Such men, may God give them to us in the preparatory school and in the college too. —*New York Times*.

THE COLLEGE GIRL IN ENGLAND

By Y. E. Lofeanna

Americans are naturally familiar with the life and surroundings enjoyed by college women in this country, but not so much is known perhaps of the English colleges for women, except by name.

Of these, the fame of Girton and Newnham stand forth pre-eminently. Both of these are in the vicinity of Cambridge, Newnham, indeed, being right in the town itself, facing the men's colleges of Selwyn and Queen's.

Its proximity to the town gives the students the true university atmosphere, and they may wander at will through the beautiful walks, once frequented by such men as Erasmus, Herbert, Marlowe, Fletcher, Byron and Tennyson, to say nothing of the more womanly, if less learned, pursuit of enjoying the nearby shops and conveniences of town life. Owing also to their nearness to town, the students are enabled to attend the beautiful chapel of King's College, a fact which removes the necessity for a special chapel at Newnham itself.

The three blocks of Queen Anne buildings comprising Newnham College today are indeed a magnificent memorial to the founder, Miss Anne Jemima Clough, who started in her attempt to give women a university education with

five students, whom she taught in a private house until, after struggles and discouragements, her success was assured by the building of the old hall, the first erected of the present buildings.

The Old Hall, Sidgwick Hall and Clough Hall are all connected by covered passageways, and so homelike and friendly is the atmosphere that the 150 students, 13 staff lecturers, librarian, secretary and steward seem as members of a large family, of which the principal and three vice principals are the governing heads.

Many famous names are associated with the history of Newnham, and many are the generous gifts which have enabled the college to branch out slowly but surely. Since the death of the beloved and womanly founder in 1891, the "generations" of students following have been true to her life and principles. For firm believer in a liberal education as she was, Miss Clough believed that, primarily, university life should lead women to be cheerful and successful in the home, as she held that the college should have a softening and humanizing effect upon the student. She disapproved of professional life for women, and thoroughly approved of marriage,

so that besides those who come with the hope or intention of making a name in the future, there are plenty who enter only for the purpose of enjoying the broader fields of knowledge thus opened, and to store up friends and associations invaluable in after life.

Of course, all the modern sports are practiced here, and besides the hockey and cricket clubs, enormous interest is taken in the swimming contests for the silver cup.

There is a dining room in each of the three halls, and it is quite the custom for the students of one hall to invite guests from the others, a constant interchange of hospitality being the result. The annex to the Sidgwick Hall dining room, a favorite corner for dinner parties, is a memorial to Miss Helen Gladstone, who for six years was the vice principal of the hall, and only left when her father's declining health demanded her presence at home.

There are no studies attached to the students' rooms at Newnham, but they are so arranged that by the clever contrivance of the inmates the rooms to-day represent as cozy "dens" as could be wished for the Newnham institution of "cocoa," the afternoon gathering indulged in by the students.

The present principal of the college takes a personal interest in her charges. She dines twice a week in each hall, mingling with the students, so that she is known and beloved by all.

Among the several notable collections held in the various halls at Newnham is the gift from the council of the Chicago exhibition of the works of women writers of all nations, with the addition of a number of original manuscripts, including a page of "Jane Eyre," one of "Adam Bede" and another of "Evelina," in the handwriting of the authors.

In Sidgwick Hall is a collection of George Eliot's works, presented by her husband; a set of Ruskin's works, presented by the author himself, and especially valuable are the magnificent libraries presented by various private individuals. Perhaps the most interesting part of the college is the dining room of Clough Hall, the general assembly of

the students. Here a mock parliament is held every week, with the offices and regulations of the government duly carried out by the students. Here, too, are held the meetings of the Choral Society and the various musical clubs attached to the college. Newnham takes its full share of the delights of "varsity" week in June, when the beautiful grounds are in the fullness of beauty.

But in leaving Newnham and turning to Girton the differences are great in many ways, although the aims, the record and the work are precisely the same at the two places. It was Girton, however, which brought about a revolution in women's education, for Girton was the first established college for women which gave them training similar to that passed through at the university.

Two miles out on the uninteresting Huntingdon road, beyond Cambridge, where the old Roman Via Devano passes by, stands the imposing entrance gate, under an ivy-covered tower, a fitting doorway to the fine group of buildings comprising the college proper. Passing through the gateway, a vista of trim lawns lie within a circle of red brick buildings, set against a background of firs and conifers. There is a magnificent library, dining hall, reading rooms, laboratory, swimming pool, lecture room, apartments for the lecturers and officials and accommodations for 150 students included in this range of buildings.

As at Newnham, the difference from a man's college is marked in the charm and furnishings within, and even the rooms of Miss Jones, the mistress, are cozy and distinctly feminine, in spite of the fact that she has here the library for her special department of moral sciences, with its volumes, which include such books as "Man's Place in the Cosmos" and the "Philosophy of Leibnitz." Nothing is fussy, but peace and order are visible everywhere, from the quiet, well-trained maids to the cozy sitting rooms and bedrooms, one of each being allotted to each student. Here is an advantage, of course, over the single rooms at Newnham, and in these homelike sitting rooms the girls gather in cliques for "trays," or the afternoon tea, which

is always indulged in after the business of the day is past. At Girton there is a single large dining room, and here all the meals are served except this informal tea, when work is strictly tabooed and recreation is in order. There are many clubs, and sociability is encouraged, and the busy fingers of the cliques, as well as the beautiful specimens of needlework displayed, prove that social hours are not spent entirely in chat.

Chapel at Girton is not compulsory, but prayers are held at 8 in the morning for those who care to attend, and long before this hour many of the students are out walking about the beautiful grounds for morning exercise. After breakfast, which follows chapel, the students sign the roll, which here must be signed three times a day, to prove that the students are attending to their regular routine of work, which is the same as at Newnham, and is as follows: In the morning are lectures, delivered by the resident instructors on natural sciences, classics, mathematics and mediæval and modern languages. These are really coaching classes, and are followed by afternoon lectures by visiting fellows and tutors from men's colleges, and besides these there are the lectures in Cambridge, which are attended by the women as well as by the men undergraduates.

Luncheon at Girton is served from noon until 2:30, to suit the various classes, and after this substantial meal those who are free enjoy to the full the fine pleasure grounds and their accommodations for tennis, golf, swimming, hockey and cricket. In these sports Girton has a lively rivalry with Newnham and the other women's colleges.

Although here, as at Newnham, every opportunity is afforded for study, plenty of recreation is encouraged, although the principal is not in favor of excessive physical exercise as a means to good health.

One of the best trained departments is the fire brigade, which, divided into three corps, has drill and examinations most regularly.

Owing to the distance from town, the Girton students, aside from their attendance at lectures and an occasional concert, do not frequent Cambridge. There are so many resources at the college itself that they do not care to go far afield, and, according to college regulations, no one can be away from the grounds after 11, even with a chaperon, so the students generally take advantage of the fine reading rooms and the valuable possessions held in the building. The current literature is to be obtained there, and college dances, debating clubs, political societies, dramatic and musical clubs and university settlement work go far toward filling in any spare moments.

Queen's College and Bedford College were the pioneers in the movement for higher education for women, but never did they aim to be connected with a university, as did Girton and Newnham.

Girton, as later did Newnham, had a small beginning of seven students, and after a fierce struggle it was finally incorporated, and moved to the old wing of the present group of buildings. Miss Emily Davies was its mistress, and after the first year leave was given for its students to attend the lectures given by the professors of the university. Then as they gained success in the examinations and proved their ability the women desired the right to take the same degrees as the men students of Cambridge University, but although up to the present time that desire has not been gratified, Girton grants degrees of its own to those who could rightly be described as graduates of Cambridge University, both from proficiency and actual examinations, and over 500 of these degrees have been conferred thus far.

AMONG THE FACULTY

Dr. Harry Pratt Judson, who, since the death of President William R. Harper, has acted as head of the University of Chicago, has been selected as the permanent president of that institution. His election was by unanimous vote of the trustees.

Dr. Judson was the first appointee on the teaching staff of the university, leaving his professorship of history at the University of Minnesota in 1891 to cast his lot with President Harper in the foundation of what was destined to become one of the great educational institutions of the world. A year before the university opened Dr. Judson came into the university office with President Harper and Dr. Goodspeed and worked with them in laying the plans for the foundation and opening of the institution. In his first year at the institution he so thoroughly convinced President Harper of his exceptional fitness for administrative work that the president made him a dean. His continued efficiency in the building up of the institution led to his advancement to the deanship of all the faculties, and ever since that time Dr. Judson has borne the title of dean of the faculties of arts, literature and science.

Dr. Judson was born at Jamestown, N. Y., December 20, 1849. After attending the Lansingburg, N. Y., Academy he graduated from Williams College in 1870 with the degree of A. B. and election to the honorary scholastic fraternity of the Phi Beta Kappa. While at Williams he was a member of the Delta Kappa Epsilon fraternity. Dr. Judson received the degree of A. M. from his alma mater in 1883 and that of LL. D. in 1893. Queen's University, Canada, bestowed the same degree upon him ten years later.

After graduating from Williams Dr. Judson became teacher and principal of the Troy, N. Y., high school, a position which he held for fifteen years. In 1879 he married Miss Rebecca A. Gilbert of

Troy. In 1885 Dr. Judson left Troy to accept the professorship of history at the University of Minnesota, where he remained until 1892. In this year the University of Chicago was reorganized and Dr. Judson was called as head professor of political science and dean of the faculties of arts, literature and science, an office which he has filled ever since. After the death of President Harper, January 10, 1906, Dr. Judson was chosen by the trustees to serve as acting president of the university, and it was from this capacity that he was chosen president by the trustees.

President Judson is the author and editor of a large number of books and articles. Among his writings are "The History of the Troy Citizens' Corps," "Caesar's Army," "Caesar's Commentaries" (coeditor), "Europe in the Nineteenth Century," "The Growth of the American Nation," "The Higher Education as a Training for Business," "The Latin in English," "The Mississippi Valley," "The Young American," "The Government of Illinois," "Graded Literature Readers" (coeditor) and "The Essentials of a Written Constitution." Dr. Judson is also co-editor of the American Historical Review.

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At the regular meeting of the board of directors of Augustana College, Rock Island, Ill., held last month, Dr. H. V. Hegstrom of Chicago was called as instructor in Christianity to fill the chair made vacant by the resignation of Professor J. C. Dahlberg. Dr. Hegstrom secured his degree of doctor of philosophy at Yale University, and until recently held the position of president of Jewell College.

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Judge Chester C. Cole of Des Moines, Ia., for many years dean of the Drake University Law School there, has received a Carnegie pension of \$1,280 a year. He was graduated from the Harvard Law School.

Professor Freed, president of the Southwestern Christian College, Denton, Texas, has been forced to resign on account of ill health. He will return to Henderson, Tenn., his former home. Elder F. L. Young has been named for the president's chair.

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Gardiner M. Lane, who has just been elected president of the Museum of Fine Arts of Boston, is a son of Professor George Martin Lane, of Harvard University. He has taken an active interest in various educational matters, and has long been one of the managing committee and the treasurer of the American School of Classical studies at Athens.

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Professor J. Thompson Baker, at one time principal of the Temple (Texas) High School, has recently been elected president of the Frank Hughes College at Clifton, Tenn., an institution of learning recently opened at that point.

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Robert M. Chapin, who for the past six years has been instructor in chemistry at Amherst College, has resigned to accept a government position at Washington.

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W. A. Henry, for twenty-seven years dean of the University of Wisconsin College of Agriculture, has resigned because of poor health and a desire to devote himself to literary work.

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The Rev. Aloysius A. Breen, who was appointed January 20 president of St. Mary's College, St. Mary's Kan., by the Rev. Francis X. Wernse, general of the Society of Jesus at Rome, was formally installed in office last month by the Rev. Henry Woeller, S. J., provincial of the Missouri province. Father James McCabe, S. J., the outgoing president, has held his position since December 29, 1897. During his long term of office the college has risen from a small institution to the present prosperous and growing seat of learning. It was generally thought that he would remain as president until all the great improvements which he had instituted were completed, but ill health hastened his removal.

William H. Goodyear, curator of fine arts of the Brooklyn Museum, has been elected an honorary member of the Royal Academy of Fine Arts of Milan.

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Professor J. R. S. Sterrett of Cornell has announced that he will lead a party of Cornell explorers into the unmapped regions of Asia Minor this spring. Andrew Carnegie, Jacob H. Schiff and W. K. Vanderbilt are among the financial backers of the project.

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The University of Berlin sent Dr. Paul Herr to the United States some time ago to investigate systems of reforming minors, it being understood that America has gone further in the treatment of criminally refractory youths than other countries. Dr. Herr compresses the results of seven months' study in a book which has appeared entitled "The Modern American Reformatory System." The author concludes from his wide survey that the American reformatories could hardly be surpassed, and he believes that the best features should be adopted by Germany.

* * *

Professor Eri Baker Hulbert, one of the oldest members of the University of Chicago faculty and dean of the Divinity School, died on February 18th, of pneumonia. Dean Hulbert was born in Chicago in 1841. He accepted the professorship of church history in the Divinity School, then known as the Baptist Union Theological Seminary, in 1881. Professor Hulbert was elected dean when the school became a part of the University of Chicago in 1892.

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Charles E. Garman, aged 57, professor of moral philosophy and metaphysics in Amherst College, and connected with that institution for twenty-seven years, died on February 9th, at Amherst, Mass.

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Raymond Outwater, professor of chemistry at Maryland Agricultural College, died in Washington, D. C., on February 10th.

Professor Outwater was born on May 31st, 1881. He was a graduate of the Central High School, Washington, D.

C., class of 1900, and of the George Washington University, '04. He received the degree of M. S. from the George Washington University in 1905, and was a candidate for Ph. D. His thesis on "Potomac Waters" attracted much attention among scientific men. During his college career he earned several prizes. During 1904-1905 he was a teacher of chemistry at the McKinley Manual Training School, but resigned in 1906 to accept a position as teacher of chemistry in the Maryland Agricultural College, which he held at the time of his death.

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Dr. Edwin R. Lewis, who occupied the chair of chemistry at Wabash College, Crawfordsville, Ind., from 1884 to 1888, died on February 1st in Indianapolis. He was born in Madison Ind., in 1839 and following his graduation from Amherst College in 1861 he enlisted in the Twenty-first Massachusetts Regiment and served as a soldier until the end of the civil war. In the army he rose to a captaincy, and was mustered

out of service with this rank at the close of the year 1864. In 1867 he graduated from the Harvard Medical School, and three years later received his diploma from the Union Theological Seminary.

* * *

Dr. A. Duncan Yocum, for the past five years superintendent of public schools of Chester, Pa., has been selected by the University of Pennsylvania to fill the chair of pedagogy left vacant by Dr. Martin G. Brumbaugh, who is now at the head of the Philadelphia school system. Dr. Yocum has for a number of years been recognized as one of the foremost authorities on pedagogy and his numerous books and monographs on the subject have attracted wide attention. During the past season the Summer School of the University selected him to deliver its series of lectures to teachers, a series made notable in former years by Dr. Brumbaugh. Like Dr. Brumbaugh, Dr. Yocum is chiefly noted as an authority on elementary school work and he will continue the University courses designed for the teachers of the city.

THE VALUE AND CHARACTER OF INSTRUCTION FURNISHED IN COLLEGES

By Dr. Charles A. Blanchard, President of Wheaton College

I recently saw seventy-five or 100 college and university teachers sit for about an hour listening while a university professor explained investigations which he had made respecting color sense in dogs. This university man, paid by the state a large salary for his time and work, had spent three months in studying four or five dogs, a squirrel and a kitten, to see whether or not these animals could and did discriminate as to color.

I was recently in Harvard shown through their breeding pens for guinea pigs. The gentleman who was my guide said that he had about 150 in his own care, and that he was set by the professors of that ancient institution to watching these guinea pigs for the purpose of finding out whether or not a nonverte-

brate animal could pass by ordinary descent into a vertebrate. I am glad to say that he seemed to have sense enough to be ashamed of the task at which he had been put. He said: "I consider this rather an amusement than serious work." But the university men seemed to consider it serious work, and not amusement.

I mention these two items to show the present trend in university life. Having large sums of money, and large numbers of teachers, and no serious task at which to put them, some of our universities are setting their professors and graduate students to watching dogs, squirrels, kittens and guinea pigs to see what they can find out.

Yet all around these universities the

dramshops, gambling dens, houses of prostitution, race tracks, sweatshops and child-killing stores and factories are doing their deadly work. But the universities do not help very much about these things. In many cases they do harm. The habits of the professors and students of the institution in place of making it easy for the son of a widow to be a worthy fellow, and help his mother, make it more difficult. That is one of the crying abuses, as it seems to me, in the educational life of our age.

But that is not particularly the point of which I was thinking. I believe that every teacher will tell any one who inquires that the average student today in thinking of his education is wondering how much money he can earn with the education he is getting, and it seems to me that institutions for higher education in place of checking this tendency and urging upon young people the thought of education for the sake of manhood and womanhood are in many instances stimulating it. In place of urging the claims of a thorough training, the endless multiplication of electives with always a look toward the easy, and the so-called practical is encouraging the young man who does not need to be encouraged in this direction, to take some course, or do something which will help him to get a place.

Some teachers openly avow this as the great purpose of education. In our state teachers' meeting a few years ago a gentleman said that it is the duty of the state to educate every child for any profession he wishes to pursue. "But," said some one, "suppose the state at large expense educates a man to a profession which he thinks he wants, and suppose he is then a failure in it, what should the state do then?" He promptly replied: "The state should educate him for another profession." In this day, when everybody is entitled to an appropriation and a pension except the taxpayer, this view will not lack adherents, but it will be hard on the taxpayer.

Is not the whole idea wrong? If a man is a full man, will he not naturally find his place in the role of workers, do

good work and receive in return some proper reward? Has not that been the theory of education thus far?

Why should the chief engineer for the Panama Canal be taken from an arts college rather than from a technological school like those at Boston, Hoboken and Troy? It seems quite remarkable that first Mr. Wallace and then Mr. Stevens should be selected from a college which does not propose engineering as a principal object, but only a subordinate one. I think the experiences of all teachers will show that the most effective men in the professions and trades have been men who have developed the largest intellects and the best character. These men, when thrown into competition with those who have studied at technological schools, will be found to have surpassed them in almost every instance.

I am sure you will not understand that I disapprove of technical schools. I do not disapprove of them, I believe in them; but the question is as to how and when the technical knowledge should be obtained. I do not think you will suppose me to favor having young people go into life without remunerative employment. The question is how to attain this employment—whether by a broad and generous outlook on the fields of knowledge, together with a thorough discipline in the fundamentals of character, or by taking some course which is supposed to lead directly to some money-making pursuit. Does not the history of our nation clearly show that the great essential in society is leadership? What would we have done in the struggle for independence, or in the war for the Union, without the men who were not looking for money, or honor, or praise, but for an opportunity to do the thing which at the time needed to be done?

Just how this need, imperative as it is, may be supplied, no one knows. Crises in the life of an individual or a nation do not march with a brass band; nevertheless they come, and the men who meet them successfully are those who have the largest and best preparation for life's work.

SOME QUAIN'T COLLEGE BEQUESTS

By Homer La Ferne

In the archives of the Harvard College library are two old folio volumes, whose dust is seldom disturbed by any investigative finger. Yet they furnish a key to early New England character that shows, perhaps more intimately than any other one thing, the very first expression of our national belief that education is the one sure foundation of liberty. The first of these old folios, naturally the most quaintly interesting, records the donations to Harvard College down to 1773—that is to say, almost from the landing of the Pilgrims in 1620, for Harvard College was founded by act of Legislature only 16 years later, to the Declaration of Independence.

Many donations were probably never recorded, for in that day of small things and great purposes, bookkeeping was not the exact science that nowadays rules the treasurer's office, and the first idea of the struggling little colony was to get its college in running order and contribute whatever was possible, sometimes a few shillings, a saltcellar, a bit of furniture or a few precious volumes to the library, without much thought of putting the gift on record. When in later years the college came to make an inventory of its property there were many unrecorded gifts that could never be traced and yet others of which the date is known, but of which the donors still remain successfully anonymous. Even the exact amount of the John Harvard legacy is a matter of dispute among historians.

To persons unfamiliar with the curious and varied gifts that are still yearly received by different departments of modern Harvard—among them, not long ago, for example, a complete Indian grave for the Peabody museum—these early donations have often a very quaint and distant flavor. Analyze them, however, and one finds practically nothing

that did not have a direct and helpful history, as in the case of one of the first recorded gifts—barring the Harvard legacy that actually made the college an immediate possibility—of a “font of printing letters” given the college in 1639. This font of letters suggests inevitably the presence of press and printer and that Harvard did in these early days have a printing press, the first in New England, is further proved by the donation in 1642 of 49 pounds and something more from “sundry gentlemen of Amsterdam” toward the furnishing of this press with more letters. There is no other record of a press (and the only one brought out to the colonies at this period was that of Joseph Glover, who died on the way over) having been given to the college, but a study of contemporary colonial history shows that it was used as a public press under the auspices of Harvard and that on it Stephen Daye, the first printer in British America, printed, under President Dunster's supervision, “the Freeman's oath, which was, in turn, the first New England publication and the beginning of an industry of which eastern New England is now a national center. The press stood for many years in President Dunster's house and its proceeds, although small, were an appreciable item in the finances of the “Colledg.”

In 1640 the Donation Book recorded the granting to the college by act of legislature of the right to manage the ferry from Boston to Charlestown, a grant that averaged perhaps 50 pounds a year till 1785, when the building of the first bridge across the Charles divested Harvard of the dignity and emoluments of ferryman. And this grant, by the way, represented a large proportion of such practical help as the legislature was then able to extend the college; a fact for which the commissioners were hardly blameworthy in the demands

made upon them by the needs of the colony, and which, in the perspective view, serves strongly to emphasize the development of Harvard as a matter of individual help and enthusiasm on the part of the whole community. Nor was this help restricted to New England for one finds in the old Donation Book not only many gifts from England, but also, in 1658, that "the inhabitants of a certain place (supposed to be the Eleutheria Bahama Isles) out of their poverty, gave one hundred and twenty-four pounds." From England indeed came many gifts, especially those of Thomas Hollis, who founded two professorships and donated at one time and another in the early 18th century books, money and apparatus to a total of over \$27,000—a large sum that naturally ranks the name of the donor very high indeed among the early benefactors of Harvard, and yet, by contrast, also, lends dignity to the little legacy of four pounds which Bridget Winds bequeathed the college in 1664, "out of her poverty," too, one kindly remembers.

These early gifts and legacies are curiously significant of three aspects in which the needs and purposes of the college appealed to long-ago New England. They divide, roughly speaking, into provisions for the maintenance of scholars whose life work should be the ministry; into the establishment for these scholars of a library which grew rapidly by individual gifts of books, sometimes a single volume, sometimes a "case of books," sometimes an entire private library—and when, in the fire of 1764 these books were nearly all destroyed, a new library sprang into existence almost immediately by a list of individual donations that fills page after page of the "Donation Book." Finally they provided for the domestic needs of the single building that a contemporary observer described in 1651 as "thought by some to be too gorgeous for a wilderness, and yet too mean in others' apprehensions, for a Colledg"—a building, to quote an earlier description, "very faire and comely within and without; having in it a spacious hall, where they meet daily at Commons, Lectures, and Exercises; and

a large library with some books to it." For this material side of the college the earlier donors "chipped in" bravely with their own table utensils. In 1644, for example, we find that Mr. Richard Harris donated a silver great salt and a small trencher salt; that Thomas Langham, a fellow commoner, supplied the need for one silver beer bowl, and that Mr. Venn, another fellow commoner, turned in a fruit "Dishe," a silver sugar spoon, and one silver tipt Jug. And this same year the general court recommended "to every family throughout the plantation (which is able and willing to give) to contribute a 4th part of a bushel of corn or 12 pence in money or something equivalent."

It was about this time also that Mr. John Buckley, incidentally the first Master of Arts graduated at Harvard, gave the college the piece of property known for two centuries thereafter as "Fellows' Orchard," a garden of something over an acre immediately adjacent to the college property, and now partly occupied by the Harvard Library. Gifts of plate of one kind and another continue throughout the two centuries, although much of it was probably intended for ceremonious occasions, and the early condition of the commons was not such as to suggest any notion of gastronomic revelry. Such a gift as the piece of silver, valued at sixty pounds, that came to the colleges from Colonel Samuel Brown in 1731, could hardly have been for everyday service. And some of these early gifts were, in fact, even more practical, consisting of provisions that could go direct to the buttery; there are recorded donations of "corn and meats," as well as of living live stock. The community, in other words, clubbed together to provide sustenance for the "scollars," even as it clubbed together to provide books, teachers and a place to study.

One of the most curious of their live stock legacies is that of Captain Richard Sprague, of Charlestown, in 1657, by when he bequeathed to the college thirty ewe sheep with their lambs, the whole valued at thirty pounds. These sheep, as such apparently never reached the

College Commons; but in the oldest of the College Books one finds the following acknowledgment: "Received by me, John Richards, Treasurer of Harvard College in Cambridge, of Thomas Danforth, late Treasurer of the said Society, six fat cattle, and two oxen, valued at thirty-five pounds, in current country pay, and is in lieu of the sheep he, the said Thomas Danforth, received for the legacy of Captain R. Sprague, to the said College." In 1681 Samuel Ward gave to the College an island in Boston Harbor the rent thereof to be used for the "easement of charges of the diet of the Students that are in Commons." And in 1676 Judith Finch had willed the College its smallest legacy, and by comparison perhaps its most expressive picture of the hard fought struggle of these early days—"20 shillings, payable in corn."

The first woman who ever gave to an American institution is recorded in 1643 when the Lady Moulston (whose maiden name, Anne Radcliffe, is now perpetuated in Radcliffe College, Cambridge,) gave the College one hundred pounds. And the name of the first American to ever found a professorship in an American college is perpetuated in the gift of Hon. Thomas Hancock, in 1765—just after the burning of Harvard Hall, when his additional gift of over

one thousand volumes was also the most important item in the rebirth of the College Library. At this point, indeed, history repeats itself in the old Donation Book and from then to the last pages in 1772 we find the whole Colony—not only Massachusetts, but all New England and many individuals in the old world from the small London merchant to the great Archbishop of York—uniting to make good the worst calamity that Harvard has ever suffered.

Old as it is, the first Donation Book, as it is called, to distinguish it from the four succeeding volumes and the extensive and growing card catalogue in which the total number of gifts to Harvard is now recorded, was compiled from yet older sources, chiefly from the so-called College Books in which the earlier history of the college is more or less minutely entered by different college officials. And the community interest that gleams out so pleasantly from its carefully written pages is very well reflected in our own times by the movement now on foot among the graduates to supply by one big subscription the money of which the college is now in actual need in order to operate its enormously increased plant and pay a higher rate of salary to its professors and instructors.

AROUND THE CAMPUS

A very practical illustration of the loyalty of the alumni of Princeton University is brought out in the annual report of the treasurer of the university, which has just been published in connection with the president's annual report. For the fiscal year ending July 31, 1906, the contributions by alumni and their families in sums from \$2 to \$100,000 aggregated over half a million dollars. A total of \$49,800 is shown as having been contributed anonymously. Through the committee of fifty alumni, who are raising funds for the immediate needs and future development of the univer-

sity, a total of \$120,538 was collected in cash, exclusive of pledges for future payment, which aggregate over half a million in themselves.

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Women students of the University of Wisconsin are indignant at the latest decree of the faculty, which provides that no university party shall begin earlier than 8 o'clock or end later than 10 o'clock.

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Steps toward raising an endowment fund of \$1,000,000 for Bryn Mawr College were given consideration at the an-

nual meeting of the alumnae association of that institution at Bryn Mawr. Reports from alumnae from New York, Boston, Providence, Baltimore and other cities showed that nearly \$100,000 has been collected. One of the principal objects of the fund is to offer to the faculty a "living wage" and thus prevent members of the teaching staff from being called away to other institutions.

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With the almost unlooked for success of the honor system which was installed in the senior class at Yale last fall as an experiment, a movement now is on foot by the members of the student committee to extend the system to the lower classes. The honor system does away with the scrutinizing supervision of the men during the examinations, spying for dishonesty in the classroom, and placing the men upon their honor as gentlemen, but under no oath or promise. It was instituted at the request of a committee of the senior academic class at the opening of the college year. So satisfactorily has it worked that, with the permission of the faculty, this same senior committee now undertakes to have the lower classes adopt the idea. There is some question, however, as to the advisability of introducing it among the freshmen, at least for the present.

* * *

Brown University faculty has voted to compress the academic year into a smaller compass, shortening the winter vacation and lengthening that of the summer, thus opening a way for the long-desired summer school.

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The cost of maintaining one student one week at the University of Michigan is \$3.82; at Wisconsin, \$6.86; at Illinois, \$7.59; at Chicago, \$8.69, and at Harvard, \$10.37.

* * *

The University of Michigan was the first large college in the country to adopt co-education.

* * *

Girard College, Philadelphia, boasts of probably the oldest physical instructor in the United States. His name is Lois Lewis and this is his seventy-eighth win-

ter. For thirty-three years he has been teaching and directing the boys of Girard College in their gymnastic work, and so understandingly does he deal with them that they consider their hours spent daily under his instruction not hours of work, but hours of positive pleasure. One and all they leave the college with a great affection for the old professor.

* * *

By order of the board of student organizations of the University of Chicago, publication of the Monthly Maroon has been suspended. The reasons given for abolishing the student paper are that it has been generally inefficient and inadequate. It was held that the monthly has not been representative of the university literary work, and that, especially during the present year, every issue has been several weeks late. At the same time, but independent of the suspension of the Monthly Maroon, comes the announcement of the establishment of the Chicago Alumni Magazine, which will issue its first number next month. The new magazine is to be concerned especially with news of the Alumni Association, as well as the official organ of the department of physical culture and athletics.

* * *

A new edition of the General Catalogue of graduates, former students and honorary graduates of Princeton University is being prepared by the secretary of the University. To aid him in completing the records already in his possession and in getting fresh material, graduates, former students, recipients of higher or honorary degrees and all others who have in any way or at any time been connected with Princeton are requested to forward full biographical data. Friends and relatives of deceased graduates and former students are especially urged to assist in supplying data which the university cannot otherwise obtain. Of particular importance are dates of birth and death, degrees received and public offices held, whether civil or military. It is moreover desired that personal civil war records be forwarded, whether in Confederate or Federal service, which dates of entrance therein, promotions and final mustering out. Spe-

cial effort is being made to complete and correct the records of Princetonians who served in the civil war on the Southern side and in this effort the help of Southern members and friends of the university is earnestly sought. Spanish war records are also requested; and any personal biographical details will be welcomed and gratefully acknowledged.

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A hen on the Cornell University grounds has laid 225 eggs in ten months. Yet there are farmers who question the value of a liberal education.—New York Commercial.

* * *

A great deal has been claimed for the higher education of women, but it has remained for a graduate of the University of Washington to justify her college work by saying that she has cut her baby's clothes from the theorems she learned in geometry. All the same, most women will rely on Paquin rather than on Euclid when it comes to the matter of gowns.

* * *

A young Yale scientist, while digging in a hole for a skunk, found a five-dollar gold piece. That's Yale luck. Any one else would have found the skunk.—Harvard Lampoon.

* * *

President James of the University of Illinois has announced that ten research fellowships of the annual value of \$500 each have been established by the board of trustees in the engineering experiment station connected with the College of Engineering. Graduates of American and foreign schools of technology are eligible for appointment to these fellowships. The establishment of these fellowships marks the adoption of an important departure in American technical education—namely, the establishment of graduate work in engineering on a plan and scale here accepted for the first time.

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Residential statistics of the University Catalogue prove that during the last seven years the number of students at Yale coming from ten large western, northwestern and Pacific states, all with state universities, has risen from 372 to

584—an increase of 57 per cent, as compared with 28 per cent increase of the whole number of students in the university.

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The debating board of Northwestern University has ruled that in the preparation for the preliminary debates no coaching, either paid or voluntary, shall be allowed.

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In 1856 the privilege of borrowing books from the library of the University of Michigan was taken away from the students; in February, 1906 (a half century later) it was restored to them.

* * *

The Peabody Museum at Yale is soon to place on exhibition a series of fossils upon which Professor Lull has been at work for several months. They represent a series of the changes in the evolution of the horse covering six geological periods and tracing the animal from the period when it was a foot high up to the present horse, these changes being indicated by the head, teeth and feet, the latter originally showing a three and four-toed horse. The collection was originally made by Professor O. C. Marsh, who showed it to the late Professor Huxley when he came to lecture in America 30 years ago, and who as a result of his investigation changed his opinion as to the origin of the horse from Europe to America. The series include nearly 100 specimens.

* * *

The German Museum at Harvard has just been informed of an important gift from the king of Saxony, in the form of a full sized reproduction in plaster of the sandstone pulpit of the Church of Wechselburg, near Leipzig. The information has been received by Professor Kuno Francke, curator of the museum, in an official message from his majesty King Friedrich August. This pulpit, which is considered one of the finest monuments of mediæval sculpture, is an imposing and massive structure about fifteen feet high, resting on Romanesque columns and richly adorned with high reliefs of singular power and beauty. The museum has just acquired also re-

productions of the colossal crucifixion group from the rood screen of the same church and of the monumental bronze gates of Augsburg Cathedral and these acquisitions together with the Saxon king's gift will constitute a very representative illustration of the remarkable state of perfection reached by German sculpture at the end of the twelfth and the beginning of the thirteenth century. This latest gift will be placed beside the collection of casts presented by the German Emperor, which has been augmented from time to time by gifts from other individuals and German cities.

* * *

One of the most novel theater buildings in the United States, that of St. Vincent's College, in Chicago, is nearing completion. It will have the largest main floor seating capacity of any playhouse in the country, seating 1,000 persons, while the twenty-six boxes will hold 200 more. There is no gallery. The stage is forty-seven feet wide, one

foot more than that of the Auditorium Theater, but its depth is not so great as the latter. The arrangement of aisles and passages is such that the house may be emptied rapidly in case of trouble. The building is in the style of the old California missions, one story high and surmounted by a great dome-room to be covered with red tile.

* * *

The lords of creation are welcome to what comfort they can get from the statement of a Missouri university professor as to the relative intelligence of men and women, for weighed in cold, hard figures, the average man is just 2.2 per cent more intelligent than the average woman, or to be more exact, placing a man's intelligence at 44, the intelligence of woman is represented by 43. The professor says, in coming to this conclusion, scientists have carefully compared different brains and have taken into consideration their size as related to the size of the body of the individual.

SELECTED POEMS

SPEAK OUT, DEAD SOUL

By Thomas M. Marshall.

Speak out, dead soul, for I would be more wise.

If thou canst soar beyond the lurid paths
Of planetary cycles till the sea-girt earth
Is swallowed in eclipse by fiery Mars;

If thou canst surge into illimitable light,
A mariner who knows no tide nor wind,
Sure thou canst reach from unknown unto known,

And tell me of the vast unutterable.

* * *

THE SIMPLE LIFE

Hominy, hoe-cake, sorghum an' beans;
Six tow-headed children and none in their teens;

A log-cabin home, an' a field full of stumps;

An' old gray mare with a case of the thumps;

A one-gallus farmer, a patient-eyed wife,
An' a smooth politishun to stir up a strife,
A fat-witted parson who hisses of "wrath"
In a snaggle-toothed voice that's as thin as a lath;

Rotten wood for the fire; a three-cornered rail pen

For a razor backed sow with a litter of ten;

Not a book on the place, not a dollar ahead—

A mattress of straw on the floor for a bed.
But a school on the hilltop, a hope in the heart

That somehow the children may get a good start.

An' a will to do wonders, a wish that the love

Of the Father of all may come down from above.

A word that is truthful, an honor unbought,
A loyalty out of which nations are wrought,
An eye for wild flowers, an ear for song-birds,

A good will to others that gathers and girds—

An' some long green tobacco, some catnip for tea,

An' a crick windin' by where the fishin' is free.

Hard times may come knockin', but I think, by gum,

Fer yore true "simple life," why, this here life is some!

—Charles W. Stevens, in Bob Taylor's Magazine.

* * *

LIFE AND LOVE

A royal youth, in a ship of gold,
Set sail in life on a sea that rolled
With faultless waves in a faultless light,
And mirrored the future in visions bright.

The pilot's goal was a city fair,
With spires of gold in the perfect air;
Enthroned in state in a mansion there
Awaited his queen, with beauty rare.

A stroke of fate in the dead of night—
The ship, the city, all passed from sight;
A broken boat and a fog ahead—
The dream was gone, for his love was dead

HOW DID YOU DIE?

Did you tackle that trouble that came your way,

With a resolute heart and cheerful?
Or hide your face from the light of day
With a craven soul and fearful?
Oh, a trouble's a ton, or a trouble's an ounce,
Or a trouble is what you make it,
And it isn't the fact that you're hurt that counts,

But only how did you take it?

You are beaten to earth?

Well, well, what's that?
Come up with a smiling face,
It's nothing against you to fall down flat,
But to lie there—that's disgrace.
The harder you're thrown, why the higher you bounce;
Be proud of your blackened eye!
It is not the fact that you're licked that counts;
It's how did you fight—and why?

And though you be done to the death, what then?

If you battled the best you could,
If you played your part in the world of men,
Why the Critic will call it good.
Death comes with a crawl, or comes with a pounce,
And whether he's slow or spry,
It isn't the fact that you're dead that counts;
But only how did you die?
—Edward Vance Cook, in Saturday Evening Post.

* * *

CHUMS

He lives acrost the street from us
An' ain't as big as me;
His mother takes in washin', 'cuz
They're poor as they can be.
But every night he brings his slate
An' 'en I do his sums,
An' help him get his lessons stright,
'Cuz him an' me is chums.

His clo'es ain't quite as good as mine,
But I don't care for that;
His mother makes his face 'st shine,
An' I lent him a hat.
An' every morning 'st by rule,
W'en nine o'clock it comes,
He takes my hand an' goes to school.
'Cuz him an' me is chums.

Nobody better plague him, too,
No matter if he's small,
'Cuz I'm his friend, for tried and true,
An' 'at's the reason all
Th' boys don't dare to plague him, 'cuz
I 'st wait till he comes,
An' he walks clost by me, he does,
'Cuz him an' me is chums.

He fell an' hurt hi'self one day
The summer before last,
An' 'at's w'at makes him limp 'at way
An' don't grow very fast.
So w'en I got a piece of pie,
Or maybe nuts or plums,
I always give him some, 'cuz I
Get lots—an' we are chums.

An' w'en it's nuttin' time, we go,
And I climb all th' trees,
'Cuz he can't climb—he's hurt, you know—
But he gets all he sees
Come droppin' down, an' my! he's glad;
An' w'en th' twilight comes
He says w'at a fine time he had,
'Cuz him an' me is chums.

But my! his mother's awful queer;
'Cuz w'en we're at home again,
She wipes her eye—a great, big tear—
An' says: "God bless you, Ben!
Th' Lord will bless you all your days
W'en the great Judgment comes."
But I say I don't need no praise,
'Cuz him an' me is chums.

—J. W. Foley, in Collier's.

* * *

DREAMIN'

I dunno what's the reason that long about
this season
When the sleigh bells are a tinklin', and
the snow is fallin' fast,
An' the pine-logs are a gleamin'—thet I
kinder get to dreamin',
Get to dreamin' an' to thinkin' of the happy
days thet's past.

Now I'm in the old-time places, an' I see long
vanished faces,
Kinder creepin' up before me, like shadders
in the blaze,
An' I hear the pine-logs hummin', an' I feel
the tear-drops comin',
An' I'm sittin' with the old folks as I did in
other days.

We were three—myself an' mother, an' ole
Dad he made the other,
But the war came on and laid him low one
bleak December day;
An' then Ma, she grew so lonely, thet there
passed a fortnight only,
'Till she left to jine the soldier in thet
Kingdom far away.

So mebbly thet's the reason thet along about
this season,
When the house is kinder cheerful an' out-
side it's bleak an' cold,
Thet my heart begins a yearnin' an' I know
my mind's a turnin',
Fer to conjure up the faces thet I knew in
days of old.

Those professors never fittin', still are sit-
ting, still are sitting,
On the office chairs up yonder where
they've often sat before,
And their eyes have all the seeming that
some method they are scheming,
And the lamplight o'er them streaming
throws their shadows on the floor.
And my fate by those old fellows, who have
heard of me before,
Shall be sealed forevermore.

On my door I hear a rapping, some one rap-
ping, gently tapping,
'Tis the rap of Uncle Robert who has
rapped there oft before,
And I rise with all resembling of an aspen
leaf that's trembling,
And with horrid thoughts assembling open
wide my chamber door,
And I read with awful feeling as I shut
my chamber door,
"You are gone forevermore."

And with pain I now am racking, but I'm
packing, slowly packing,
Both my trunk and little satchel that I oft
have packed before,
And my heart has all the thumping of an
engine that is pumping,
In the meantime I am "humping" just to
board the train once more.
And I say as I am leaving this historic
seat of lore,
"Yes, I'm gone forevermore."

THE AMERICAN EDUCATIONAL REVIEW



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Mt. Carroll, Ill., Jan. 22, 1907.

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American Educational Review

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THE MONTH'S REVIEW

What Educational People are Doing and Saying

Dr. George E. MacLean, president of the University of Iowa, delivered an address on "American Expansion and Educational Efficiency" at the sixty-second quarterly convocation of the University of Chicago, at which time Harry Pratt Judson was formally installed as the second president of the university.

More Co-operation Needed Among Colleges.

President MacLean in his address said: "We Americans are prone to forget that spread-eagleism is still our besetting sin. The plain meaning of 'American' needs to be taught to many of us.

"Should the rate of increase of the last century—about 21 per cent for each decade—continue during the twentieth century, the English race will number above 600,000,000, or, at the end of 200 years, 4,000,000,000.

"The responsibilities of American expansion are stupendous. Our safeguard is to be found in educational expansion. But our security must be in something higher—educational efficiency.

"Our educational system is in chaos. State, church and private institutions are too often in petty competition. Even in the systems of the states, where we think unification has been accomplished, the lack of symmetry and harmony is brought out in strong relief.

"In the history of civilization and economics no longer are the earlier stages of individualism, competition and nationalism dominant. For better or for worse we are in the stage of combination. The principle is arrived at that planless production makes waste. Shall educators

be the last to read the signs of the times?

"By the token of the age and the triumphs of democracy in the processes of organization, and remembering that education is only a phase in the social evolution of the race, is it not our duty to make our studies of educational efficiency issue in positive plans for the greatest economy and wealth of mental and material productions? From their spiritual nature there are desirable educational mergers and trusts. They are apart from the dreaded octopus of the commercial world, but both live in the world and must learn the law of service. The period of competition of fifteen years ago is being succeeded by a period of co-operation. The University of Chicago has given a great impetus to this movement."

* * *

The comity between educational institutions is conspicuously illustrated in the

Exchange of Books and Apparatus.

exchange of professors. When Professor Burgess of Columbia lectures at Berlin the

news agencies send his words broadcast. But there is a less conspicuous but none the less significant exchange of books and apparatus. In this field our colleges have been quietly meeting each other, not in rivalry but in co-operation. The matter is discussed in a paragraph of the report for 1905-06, just published, of W. C. Lane, librarian of Harvard. "The custom of lending to other libraries and of borrowing from them in return increases," he says, "from year to year." In the twelve months for which he writes Harvard sent over 1,500 volumes to other

libraries or in some cases to individuals directly. Mr. Lane adds:

"This is evidently one of the largest services which the library renders to scholarship, and one of the most highly prized. I wish that the library might be better equipped to perform it. With a suitable endowment for this service, a small special staff devoted to it, so that, with its growth, the rights of students in Cambridge might not suffer, this library might usefully conduct a central lending library for the benefit of all other colleges in America. Such a plan would be of the greatest practical value to all the smaller colleges.

This statement is notable as compressing into a few words the creed of the librarian of the new school. The era when many college libraries were open at most for an hour or so, on one or two days of the week, is only a quarter of a century away. The process of drawing books was then hedged about with many restrictions; the object of the librarian seemed to be to keep his books safe under lock and key. He conferred a favor if he let a student have a single volume overnight, and an allowance of two volumes was not to be thought of. Today the librarian devises all sorts of cunning plans to stimulate a taste for reading and almost forces his books into circulation. The sight of the volumes on the shelves—so dear to the heart of the old librarian—is a sharp reproach to the new. But better than all this is the fact that our universities are not jealously hoarding their resources for the use of their own students and professors. The books of Harvard, Yale, Columbia and other large colleges are, so far as possible, at the service of the small colleges throughout America. Our institutions are not semi-commercial competitors but fellow-workers in the great cause of the advancement of learning.

* * *

A reply to the "mollycoddle" address of President Roosevelt on the subject of

Harvard on
President Roosevelt's
Address. Harvard athletics is made in the Harvard Bulletin. The article says:

"Theodore Roosevelt, '80, has so many other important things which demand his

attention that it is not surprising he is misinformed about some of the phases of the athletic question which has recently been before the public, and especially before teachers and the executive officers of educational institutions. In general there is very little to be said in opposition to Mr. Roosevelt's defense of the game of football. Everybody knows that it has its good points, and most people think that it would be too bad if the game were abandoned by the American colleges. But Mr. Roosevelt is taking the wrong side of the question if he attempts to belittle the efforts which have been and are being made at Harvard to correct abuses in football and other intercollegiate sports, or if he means to imply that there was not a crying necessity for reform.

"It is a good thing once in awhile to have the special advocate of the strenuous life come to Cambridge and infuse some of his spirit into the undergraduates. We need it here. But it does not follow that a man who sees abuses in intercollegiate athletics and tries to reform them would make our students 'mollycoddles' or would have them anything but vigorous, healthy men.

"Some of the sensational newspapers have tried to raise an issue between President Eliot and Mr. Roosevelt, and to set it forth as a remarkable event that the latter came to Cambridge and dared to oppose some doctrines President Eliot has maintained. We believe that in the last analysis these two men do not differ much. Certainly no one would point to President Eliot as a supporter of the product of effeminate conditions. But whether President Eliot and Mr. Roosevelt agree or disagree, it would be a sad comment on conditions at Harvard if any graduate could not here say exactly what he thought. Such frankness and the liberty to exercise it are, we believe, the very fundamentals of the Harvard spirit which some of us occasionally talk about."

The long-suffering Crimson is rejoicing because a hockey team of its editors has defeated a team from the Lampoon. Going outside of its usual dignified style, the Crimson comments joyfully upon the defeat of the "ha-ha boys" and says that the game is "still another proof of the

well-known fact that in no branch of sport can the Lampoons hope to compete with the Crimson athletes." The college is waiting for the "come-back."

* * *

The annual report of Dean Charles H. Leonard of the Crane Theological School

Decrease in work of this depart-
Divinity Students. esting phases of the
ment of Tufts Col-

lege. In the first place it is shown that there are the same number of teachers and pupils, fifteen of each. This condition of affairs is primarily due to the fact that in the last few years there has been a startling decrease in the number of those studying for the ministry. Less than a decade ago the divinity school had an enrollment exceeding thirty; the last ten years records a decrease of more than 100 per cent. Speaking of the recent gifts of Albert Crane of New York, the dean says:

"The splendid gift of Mr. Crane of \$100,000 for the sole use of the divinity school, given in reverent and affectionate memory of his father and mother, only accentuates the need of another \$100,000 from the alumni of the school, not only that it may be self-supporting but make wider and broader its courses of study. The times demand trained intelligence in the pulpit, in the schools for religious training and for more effectual work among the people. The churches must become new centers of influence and power; and our pastorates must stand for a new type of leadership in behalf of individual and social life. It seems clear that the divinity school must be equipped for this broader work, which modern conditions in our communities demand. The divinity school, therefore, calls for new courses of study and an enlarging teaching force commensurate, surely, with the multiplying problems of our social organism. Tufts College puts the ban upon no conclusion which is honestly reached and reverently held; and it is right to say that the divinity school leads in this catholicity of spirit. The point to be made here is that there must be growing life and increasing facilities in theological teaching in obedi-

ence to that religious life which means the right relation of all life to God.

"President Hamilton has said that we need men and money, and that men of the right sort will help us to get money, and that money will more and more open the way for men who are devoted to sacred studies.

"In this connection it ought to be understood that the A.B.-B.D. course is a serious experiment with the college, and that its continuance as a distinct course will depend in good degree upon the belligerent interest of our ministers, to the end that the young persons in their congregations may be set in the way of right preparatory studies in Greek and Latin.

"Under this head of needs we must speak of a possible endowment of a fellowship in order that men of gifts and scholarship may be encouraged in the most liberal theological studies at home and abroad. The school may thus prepare men for its own advanced work.

"The divinity school is under continued obligation to its non-resident lecturers, who do so much not only to supplement its work but to enrich its life."

* * *

Why is it that many persons themselves not blessed with a college training seem naturally unfriendly of learning. During the last month to higher institutions

**College
Taxation.**

we have heard in Massachusetts a considerable number of well-meaning citizens urging the legislature to tax certain college property which is used exclusively to facilitate the getting of an education.

Do the advocates of college taxation, aside from their economic fallacy, fancy that college graduates in some mysterious way are an injury to those who have never attended college? The one mistake is as great as the other. If a boy can not remain in school beyond the grammar or secondary grades, can anything be much more important than that his teachers should have the best possible training? It is in the college that they learn to teach. By whom were the books compiled from which Elihu Thompson, Thomas A. Edison and Nikola Tesla obtained their grounding in electrical sci-

ence? By college professors. Every boy who begins a career in the occupations which have been developed from the inventions of these men owes a direct debt to the compilers and transmitters of scientific knowledge from the past to the present. Nay, every citizen who walks safe at night under an arc light is under similar obligation.

Is there prejudice against the institutions in which Dr. Koch was trained, and where he identified the bacillus of tuberculosis? Is there aversion to Harvard because generation after generation of youth, largely destined to become leaders, were taught there that leadership is a sacred trust? Does any man feel anything but gratitude toward colleges and zeal for their growth when he reflects that the bounty of givers and the liberality of the commonwealth have made it possible for his own son to obtain for \$150 a year tuition which it actually costs \$300 to supply?

* * *

Hugh Black, the Scotch divine who has recently been delivering a series of lectures at the University of Michigan, was greatly impressed by many things which he saw in Ann Arbor. As a Scotchman who had come to this country from Edinburgh, and from perhaps the most commanding pulpit in Scotland, that of Free St. George's, his opinions of things American and of university life in particular are of great interest.

In a recent interview published in the Michigan Daily he stated that "college audiences seem the same throughout the country. There is apparently no line of demarcation between the east and west in the matter of intellectuality. Western students are just as keenly perceptive as those bred in the traditionally cultured east."

The vast crowds of students, as well as the absolute lack of a common meeting place for them, struck him as the most noteworthy feature of student life at Michigan.

"I am greatly surprised," said he, "at the number of people thronging the campus during class hours. I never saw

anything like it before. It is also an astonishing fact to me that so great a university could have existed so long without any means of promoting proper fellowship in the student body. In Scotland college life centers around our student clubhouses and commons. Committee meetings, club meetings, student gatherings, and in many instances religious services are held in such institutions. The Michigan Union movement will undoubtedly supply this deficiency. This seems one of the few things in which Michigan falls behind the other schools. I have visited Yale, Harvard, Cornell and Chicago especially. Chicago has been making tremendous strides of late, and Michigan, backed as it is by the public and not by private individuals, should be able to advance just as rapidly."

Mr. Black also had a word to say about American journalism. He expressed surprise that American reporters as a rule know no shorthand; in England every reporter is an expert stenographer. To his mind the verbatim reports of the Englishman were superior to those concocted under the impressionistic method of the Americans. What we get ordinarily are not facts, but the reporter's idea of the facts.

"The thing you term 'yellowness' is a tremendous defect in American journalism," he said. "It is successful perhaps with the ignorant, but has no effect upon the substantial element of the people. The matter has simply come to this: if you see an item in one paper, you believe it; if in another, you are not sure. Yellow journalism may prove a self-corrective evil, but the debauchery of the mind accompanying it will check the progress toward reform."

* * *

John R. Freeman in an address at Case School of Applied Science, Cleveland, named the technical school as the royal road to learning. He said:

Technical School
the Royal Road
to Learning?

"The old statement that 'There is no royal road to learning' is untrue. The man of affairs has come to understand that the technical school is a royal road to learning, a shorter road, an easier road,

through a more beautiful landscape and in equal time attaining a broader outlook.

"A man with the earnestness and persistency of John Brashier, the strong purpose of John C. Hoadley the rugged common sense of Edwin Reynolds, the strong, kindly heart and quick intelligence of John Fritz or the genius of Edison may reach an equal height by a longer and more arduous road, and, like the athlete, increase his strength and harden his endurance in the greater effort; but the royal road of the technical school, in its four years, may, from its small group of a hundred, gathered part by chance and part by process of natural selection from more than ten thousand schoolboys, bring perhaps ten or twenty to the point that otherwise not more than one or two or three could hope to reach in twice these four years.

"The technical school is not exclusively for the brilliant man. Much of the world's best work is done by the slow-moving intellect to whom the good Lord has given the greater treasure of persistence, of steadfastness, with enough of imagination to feel what is concealed within the cloud on yonder difficult and distant hill."

* * *

Following the recently published reports that agents of the great industrial, railroad, mining and

College Men in Industry.

public-service corporations have agents regularly commissioned to discover and keep close track of the brightest or most promising undergraduates in our American colleges and technical schools, with a view to securing their active services as soon as available or marketable, comes the announcement that the Pennsylvania Railroad Company is making special efforts to get "apprentices"—so called, although not apprenticed in the one-time significance of the term—from among young men with college training. It has been practically forced to this policy through existing and prospective conditions.

In the matter alone of its improvements and extensions in and about New York City the Pennsylvania management

senses the increasing need of operating men and engineers of experience and judgment. New places of responsibility are constantly being created that are especially suited to men graduated from technical schools. Similar conditions exist almost everywhere in the United States from Canada to Mexico and from one ocean to the other. The construction of the Panama Canal does not lessen the demand for this sort of talent either. The next decade and a half promises realization in engineering constructions undreamed of before the dawn of the twentieth century. We may speculate hopefully or otherwise on the "college man in business," on the "college man in politics," and so on; but the college man in industry—as a captain of industry—is going to be one of the most impressive features of American life in the next quarter-century.

To take an illustration on the purely practical or material side of the case, a Yale man now in middle life, an attorney of reputation and extensive practice and a lecturer on special topics before law-school classes, remarked the other day: "I have stopped giving advice to young men about a career in the law, medicine, banking, the Christian ministry, general business or as educators. A boy of mine considerably under thirty, to whom I gave a technical-school education, much against my own judgment, is today in receipt of an annual income six times as large as my own and much greater than I can ever hope to earn, and has prospects so bright that they make me feel like a mummy. He is not exceptionally talented, exceptionally enterprising or exceptionally fortunate. He simply came onto the market with his engineering equipment at a time when its profitable disposition was easy—and every day every minute, expands his opportunities. I have ceased theorizing. The new industrial conditions refute me at every point."

The laboratory and the shop of the technical school are as different from the library and the cloister of the college as the equator is from the poles. Our educational system is undergoing the most practical readjustment that it has experienced in all its history.

Professor F. W. Putnam, director of the Peabody Museum of Archæology, has recently received a letter from Dr. W. C. Farabee, head of the Peabody Museum expedition to South America. The party has arrived safely at Arequipa, Peru, which will be their headquarters during their three years' stay in the country. The expedition, consisting of three members and a physician, left New York on Dec. 17, 1906. Upon their arrival at Arequipa they were greeted by the staff of the Harvard Observatory, which is situated there. President Pardo of Peru and the United States officials in the country extended to the party the freedom of the port and other courtesies. During the stay of the party in South America they will study the Indians living on the Amazon and Parana rivers, and are expected to accumulate a good deal of information concerning these little known tribes, as well as to make valuable additions to the collections of archæological and ethnological material in the Peabody Museum.

* * *

Dr. W. E. Burghardt, professor in Atlanta University and author of "Souls of Black Folk," in a recent address before the Society of Ethical Culture in New York said, among other things, the following:

**Needs of the
Colored Race.**

"We are put beyond the pale of brotherhood. I mean nothing sentimental, but the fact that the things for our advantage are regarded as negligible. We are beyond the pale in the simple matter of protection of human life, and generally the life of the negro is as little or nothing. That which is more than life, the virtue of negro women, is left with little protection in law and less in custom.

"But above all, the thing the black man needs most is sympathy. I do not mean maudlin sympathy—not the goody-goody talk which supposes I am sorry I am black and ashamed of being a negro and they want to express as delicately as they can my shame in their words, forgetting that my shame lies not in my face *in theirs* and that the complaint I

have voiced is not that God has made me black but that he has made you blind. We want the sympathy which realizes our difficult task and tries to make the road we have to travel as smooth as possible.

"How do we expect to get these things? We expect to get our freedom by having the right to vote. There will be no real progress without that. We expect to get knowledge by means of public schools—the elemental training for every colored child, and beyond that industrial training and higher education for the few.

"You must not forget Alexandre Dumas, Toussaint L'Ouverture, Ira Aldridge or Frederick Douglass and that veiled from your knowledge stood a dozen other black men of unusual ability and accomplishment.

"Not only that, but as a subtle and far-reaching blend of blood you have in many great white men this negro element coming into color and making wonderful the genius which they had—a fact which was as true of Robert Browning and Alexander Hamilton as it was of Lew Wallace and a great many other Americans who may wish to have it forgotten. To train this talent we need colleges. We ask these things not because we want to be helped but that we may help ourselves."

* * *

One effect of the liberty of opportunity which Governor Hughes declared on Washington's Birthday at Ann Arbor, Mich., to be the leading American idea, is

**Education in
America and
Abroad.**

illustrated by a comparison of the proportion of Americans with other nationalities in schools of higher education. While it is difficult to secure exact figures of this character regarding other countries, yet, based on those available, it is evident that no country in the world equals the United States in the ambition of its people to secure a college degree. Germany is famous for its universities. It has twenty-one. In 1901 there was only one university student to each 1530 persons in the empire, although Germany's percentage of illiteracy is lower than that of the United States. In the

United States one in every 621 persons was in some institution of higher learning last year. Although the modern Greeks today are not noted for their resemblance to the early inhabitants of their jagged peninsula in respect to literary and artistic qualities, yet they rank next to the United States in proportion of the inhabitants who are seeking a university education. One Greek out of every 856 is enrolled as a student at the university in Athens. Hungary, closely followed by Finland, ranks next among the nations in higher education. If all the inhabitants of Hungary and Finland were drawn up into regiments having a numerical strength of something over 1,100 each, one of the members of each regiment would be a university man. The average for Europe is one university student for each 2,157 persons.

By a conservative estimate there are 450,000 living alumni of American universities and colleges. Out of every 177 persons, men, women and children, one may meet upon the street one of them has taken a college degree. Based on the divisions of the population according to age made by the ubiquitous census taken in 1900 one in every 81 persons over 21 years of age in the United States has passed through the portals of a degree-giving institution.

* * *

Professor Bailey, of Yale, has been looking into the expenses of students at New Haven, and **College Expenses at Yale.** of some five hundred from an investigation accounts discovers various things of interest. The five hundred young money spenders fall statistically into five groups of varying disbursing power. The lowest group financially speaking, is composed of high class, self-making men who work their way through college at an average annual cost of \$292.80. The highest group has nine members, each of whom puts more than \$2,000 yearly into dizzy circulation. The largest group represents the middle class of students, who pursue knowledge and worldly wisdom at a cost of from \$500 to \$1,000 a year.

There is nothing startling in these fig-

ures. The proportion of "plungers" and poor students to the middle class of spenders is normal. And the absolute amount of money spent by the great majority appears decidedly moderate, as soon as we take into consideration the prices and harmless habits prevailing in college communities. But a somewhat less pleasing light is thrown upon the classification by Professor Bailey's analysis of the purposes for which money is spent. A student in the largest class spends 6 per cent of his total on clothes, while a representative of the high-flyer class uses up one-quarter of his funds for the same purpose. Finally, while nearly all students are partial to the tobacconist, the wealthier ones spend more on intoxicants than on nicotine. Computed by classes, the wealthiest group spends eight-two times as much on liquor and tobacco as the poorest class does.

While these figures are suggestive in reinforcing the age old belief that usually the greatest evil that can befall a youth is a large allowance, there is some consolation in knowing that at a college patronized by so many wealthy families there should be so few students who fairly merit the title of "spenders." We wish Professor Bailey had given us one more piece of information—namely, the number of students enjoying practically unrestricted allowances. We might then have discovered to what extent parental authority is responsible for the totals expended and to what extent the self-control of the students is. This, after all, is what many persons would like to know. It might give us some real insight into the character of modern American collegians.

The American student is generally reputed to spend much less proportionately upon books, art works and the theatre than European students do. And this is sometimes held to his discredit, though not in perfect fairness, we think. The European student is more dependent for his culture upon his own books than the American is, chiefly owing to miserable library management in European universities. Furthermore, the family library in the home of the American student is vastly superior to its European

counterpart. And as for money spent in theatregoing, the unlucky American student has scant opportunity to invest his funds wisely in that fashion, unless he happens to attend one of the metropolitan universities.

On the whole, a propensity for tobacco and an occasional "blow" is not a very damning charge to bring against a student. A youngster might be a good student for all that. College education must be measured by its results. If the men of Yale make good citizens, nobody will be stern in auditing their accounts.

* * *

With the growing wealth of the country, interest in higher education is find-

**Increased Interest
in Higher
Education.**

ing wider concrete expression. The colleges and other institutions are growing wealthier and the number of students seeking admission to them is increasing year by year. In 1901 there were 647 universities, colleges and professional and technical schools in the United States. Of these, 437 bore the title, if not always the substance, of university or college. Men to the number of 75,472, and women in number 27,879 were then burning the midnight oil in search of learning, says the New York Tribune. This represented an increase of 68 per cent for men and 159 per cent for women in the course of a decade. At that time the property possessed by the 473 institutions was valued at \$391,230,784, of which \$177,000,000 was in permanent endowment. The total income was \$33,359,612, with benefactions of \$18,060,413.

In 1904 the property owned by the institutions for higher education was valued at \$465,216,545, a gain of almost \$33,000,000 over the amount for the preceding year. The permanent endowments amounted to \$206,565,108, or enough to pay nearly two-fifths of the operating expenses of the United States Government for one year. Excluding benefactions, the sum of \$40,329,193 was spent on higher education. This sum, however, was hardly more than one-third of the amount spent on the navy last year, and only about one-half of the cost of the army. It was about \$15,000,000 more

than New York city spent on its public school system. The United States commissioner of education indicated in his last report, which is for the year 1903-04, that in that school year an army of 128,761 students was encamped in and about the institutions of higher education. Almost a third of this army of students were women. In the 313 universities and colleges open to women as well as men, there were 22,839 women fitting themselves to be the equals in knowledge of the brothers at their side. In the colleges whose doors were open for the reception of the "better half" of the human race alone, there were 16,638 students. Today one in every 122 young men and women between the ages of fifteen and twenty-five in this country who might be studying the higher branches is so engaged. One in every 139 men between these ages is in a college, professional school or a technical institution, such as a school of mining engineering. As for womankind, one in every 585 of her sex of that age is struggling with the perversities of college courses or preparing to enter a profession. The total number in the collegiate, graduate and professional departments is 137,173, a gain of 8,412 since 1904.

* * *

In view of the general impression that the professions are greatly overcrowded,

**The Demand for
Technically Qualified
Young Men.**

it is surprising to learn that some of the leading railroads of the country are finding much difficulty in securing properly qualified young men to fill subordinate positions on the engineering staff. One road in particular has recently gone so far as to make the fact known in the public press, and to invite communication from young men who have passed through technical schools, and possess the necessary qualifications to enable them to commence work as rodmen and chainmen, or do the simpler instrumental work connected with the construction and maintenance of railroads. It was further stated that the remuneration would be sufficient to enable these men to maintain themselves at once in decency and comfort, and that for those who

showed aptitude and application there was a reasonable expectation of early promotion. Further evidence of the excellent opening afforded by the present industrial activity is found in the fact that, in one of the leading technical colleges of the country, every member of the graduating class of 1906 had secured an appointment some months before the close of the college year. The demand for technically-qualified men in railroad work has unquestionably been stimulated by the recognition of the fact that the increase in the capacity and weight of the motive power and rolling stock, and the demand for more intelligent supervision due to the introduction of electric traction on steam roads, is rendering it desirable that not only the engineering department, but also those which have to do with the maintenance and operation of the road should be run by men with sufficient technical knowledge, with sufficient training in natural science, to enable them to exercise a more intelligent oversight of their departments than is possible in the case of men whose theoretical knowledge is bounded by the limits of a common school education.

Railway training schools under the supervision of practical railroad men have already been established in a number of universities, in which the students are put through a course designed to prepare them specifically for employment in the various departments under which the complicated operation of our railroads is carried on. Without casting any disparagement upon the many able men who, from humble positions on our railroads, have risen to stations of great trust and responsibility, undoubtedly the complicated problems involved in the operation of a great modern railroad system have rendered it not only desirable but imperative that the heads of those departments which have to do with the mechanical and constructive elements of a railroad should be graduates of technical schools or members of the engineering profession. To make such a provision a general one would, after all, be merely to apply broadly a principle which, for many decades, has been followed upon the Pennsylvania Railroad system, whose late distinguished head, President Cas-

satt, was a civil engineer who had risen by steady gradations from rodman to president.

* * *

The Association of Collegiate Alumnae, in conjunction with the College Settlement Association, offers for the year 1907-1908 a fellowship of \$500 for the investigation of social conditions. This fellowship is open to graduates of all colleges represented in the Association of Collegiate Alumnae.

**College
Settlement
Fellowship.**

Candidates must be able to satisfy the committee on award that they are able to carry through successfully a piece of social research. In their first letter applicants are requested:

(1) To state what academic work they have done in economic and sociology; what positions they have held and what volunteer social work they have done. (2) To send copies of any papers they may have written on social subjects, whether or not in conjunction with their college course. (3) To state the line of investigation they have in mind, and why they are attracted by the fellowship. (4) To give the names and addresses of persons who know about their qualifications.

The holder of the fellowship will be expected to live in a settlement during the academic year, and to spend her whole time in a definite investigation under the general supervision of a committee appointed for the purpose. At the end of the year she will present a written report, which should be a distinct contribution, though not necessarily a large one, to the existing knowledge of social conditions.

Applications must be in before May 1, 1907. They should be sent to Miss Katherine Bement Davis, Bedford, N. Y.

* * *

Dr. C. W. Burkett of the Kansas Experiment Station at Manhattan, Kansas, in speaking at a meeting of the State Board of Agriculture, held not long ago at Topeka, used the following language:

**Agricultural
Education.**

"The rural school is now positively directed away from the farm. Poor as it is, it renders itself still more inefficient by aping the town and the city schools. The books of the rural schools are city books. The lessons they are taught are about city things. Examine a spelling book. City words are spelled but no technical farm words. Reading books enlarge upon city things, but reject things that have to do with the soils and fields; with plants and animals.

"Our arithmetics are models of city problems, fine examples of city business details—of stocks and bonds, of banks and the city world—but you find no feeding rations to compound, no problems in feeding plants, no problems of soil culture; not one problem having to do with a single practical agricultural condition.

Remember, farmers, we can not depend upon the teachers to improve these schools. It is your work and mine. We must secure the consolidation of schools.

"To educate children that they make a success in their environment is the true education. To this end, then, we must demand that agriculture shall be taught in every public school in the state, in the rural school, the township high school, the county high school, in every normal school of the state, in every institution from whence teachers may come. I know that agriculture can well be included in the courses of education today. There is no experiment about it. In a number of states agriculture is being taught as a state requirement, made so by the legislatures; and we can do nothing of a better nature than to ask our legislature, now in session, to enact a law that shall make agriculture a required subject in every school in the state."

* * *

"A practical kind of moral training has found a place in our schools for many years," states

**Practical
Philanthropy
in Public Schools.**

the report of Superintendent of Schools

Gregory of Chelsea, which has just been published. "In all the schools generally, at Thanksgiving time and sometimes at Christmas, gifts of fruit, vegetables, toys, games and

clothing are voluntarily brought in by the children and distributed under the direction of the teachers. This year the Day Nursery was the recipient of most of these donations. The contributions are absolutely voluntary and the beneficiaries are selected by the school contributing. In one school which may be regarded as typical, the principal reports:

"Our Thanksgiving donation amounted to about seven barrels of eatables, two packages of clothing and some toys. The eatables consisted of potatoes, apples, oranges, grapes, raisins, nuts, cereals, onions, pumpkins, squashes, sugar, cake and Washington pie.' He adds: 'The wish to give something was general and dominant. One little boy gave one small apple, but his heart was warm enough for a barrel.' The effect on the children is amply indicated in the above sentence.

"In some of the schools there is a continuous effort to alleviate the needs of their own members in the matter of clothing. Thus, in one school, there is a committee of nine ninth grade pupils who are asked by the principal to cause to be furnished clothing, shoes, etc., to be distributed among the deserving needy. The supplies are given out under direction of the principal.

"In another school, through the interest, sympathy and influence of the teachers, homes have been visited, clothing supplied to needy families, and in several cases, lunch has been furnished children who were not provided for, during the noon recess. All this is done in a quiet and unobtrusive way.

"Often baskets of fruit and food are sent to the sick and blind and flowers to teachers and pupils who are ill."

* * *

A geography of the universe is what Prof. J. C. Kapteyn of the Geoningen astronomical laboratory proposes. The

**Making a
Map of the
Heavens.**

determination of the rough positions and

sharply defined photographic magnitudes of some 200,000 stars, visual magnitude for the same 200,000; the determination of the accurate proper motions of some 20,000 of these objects. For the same

20,000 parallaxes are necessary, and for as many of them as possible the class of spectrum and radial velocities must be determined. Finally, the determination of the total amount of light received from different parts of the sky would complete a set of homogenous data from which undreamed of additions to our knowledge of the sidereal universe might accrue. In addition to this Prof. Kapteyn's plan includes special research on forty-six special areas, such as the Milky Way. The scheme includes 9,710 exposures on 2,620 plates for a part of the special areas work alone, visual observations of 3,024 standard magnitudes, the measuring of nearly 1,500,000 images, and other stupendous calculations. A number of well known astronomers heartily indorse Prof. Kapteyn's plans and are ready to aid therein.

* * *

A writer in the *World's Work* for February asks: "Are our colleges doing their work?" Such

**Are Our Colleges
Doing Their
Work?**

a question cannot be answered in bulk, because all colleges can-

not be lumped together as to character, qualifications and methods.

After all, what is a college or university? Some people think it should be a group of stately and imposing buildings. There are others who rank such an institution by the number of its professors and teachers as paraded in its advertisements. Another criterion by which it is classified is the show it makes in athletics.

There is no special objection to any of these propositions if they are not taken too seriously, but brick and stone go but a little way to make a great institution of learning, while bulky catalogues full of names attached to sounding titles are worth far less. As to athletics, they are good in their place, since young men must have some proper means of working off their excess of muscular force and nervous energy. But as has been said above, all that has been mentioned goes but a little way toward making a real college or university.

The real requisites of a proper institution of learning is teachers who can teach. It is not enough to be actually

learned. It is not enough to be a doctor or something or to hold half a dozen doctorates. It is, of course, necessary to know what one proposes to teach, but above all it is the ability to teach, to attract and hold the attention of the pupils, to interest them, and finally bring them to such a state of feeling that it is a pleasure to attend the ministrations of such a teacher.

To be able to do all this the professor must be deeply interested in his subject, and he must be able to present to his pupils such facts and theories as that the imagination of the learners may be aroused and their attention secured. There is tact as well as talent in this, and it is the very reverse of drudgery. The teacher who is a mere drudge, no matter how profound his knowledge, will never succeed in imparting real instruction to anybody.

Every university which has become famous in the annals of literature, science, philosophy or law was made so by some particular teacher of such unusual talents and ability as to attract the attention and secure the interest of his students, and such a man's reputation becoming national and finally world-wide, would draw learners from even the most distant countries.

Of course architectural display in the buildings of a college is well enough if the money for every need be abundant; but it is better to have the ablest teachers and pay them the salaries their services should command and give them lecture-rooms in the plainest brick structures than to starve their talents in marble halls.

Teachers, and no less nor more, make a great educational fountain, and if the colleges are not doing their job properly it is because they lack the right sort of teachers.

* * *

The annual report of President Eliot to the corporation takes up besides the

**Annual Report
of Harvard.**

question of athletics
other subjects of the
general management
of the University.

In regard to the college dormitories the reports shows that the requirements of students in the way of rooms have

changed greatly in the last twenty years. The ordinary student occupies his room little during the day, therefore, the open fire, which is the only means of heating in the halls which are owned by the University, is not a satisfactory method of heating. Many men who are in the university for only a short time prefer to hire furnished rooms rather than buy a full set of furniture. Moreover, the college buildings are not adapted to formation into suites as many of the private dormitories are. By providing common-rooms for several of the dormitories and by putting steam-heating plants in Conant and Perkins the University will be able to realize this year about \$6,000 more from the rent of rooms than last year. It is in the dormitories outside the college yard that the most serious losses have been incurred in late years. The report also gives figures to show that a larger number of students now live in privately owned dormitories than in the college dormitories; the number of men who live in private houses is also greater than the number of those who occupy college halls. As experience of 270 years with college dormitories has clearly demonstrated that they are not desirable property for the University to own. Forty years ago there was one private dormitory, but now there are twenty. Owing to increased conveniences of transportation a much larger number of students whose homes are in the vicinity of Cambridge are able to live at home and come daily to their work. For these reasons the college dormitory situation is not a satisfactory one.

With regard to the finances of the university the President's report again emphasizes the advantage of basing the gifts of money unrestricted as to their application. In the last year nearly two millions of money was given to the university, a larger sum than usual, but owing to the fact that by far the greater part of this sum was for specific purposes there is a deficit of about \$60,000 in the regular expense account of the university. The money given by past benefactors must be kept unimpaired for the purposes for which it was given, but the President and Fellows must also have free money to devote to new objects of instruction. It

is the most far-sighted universities and those most prompt to meet new needs that will best serve the country. At present Harvard has only two sources of unrestricted money, unrestricted funds and tuition fees, and neither of these sources is at all adequate. In the competition between the foreign and American universities and between the universities of this country, that institution will inevitably win which has the greatest amount of free money available. It remains to be seen whether the universities which are supplied by the State, or those which are privately endowed, will prove the better. In the West the State universities are pushing Harvard hard for first place, both in the number of students and in the efficiency of instruction, and within the next decade we shall probably see which system is the better adapted to the needs of the country.

* * *

It is good to have a man who has seen much of life paraphrase the wisdom of the ages in terms of his own observation and experience. The veteran banker, Henry Clews, did this in his talk to the boys' clubs of the Educational Alliance recently. In one meaty sentence he compressed a whole system of manners and ethics:

Henry Clews'
Advice to
Young Men.

"Avoid a man who when he drinks, habitually drinks alone; who talks religion down town in connection with his daily business affairs; who deceives his wife and boasts of it to others; who partakes of hospitality and talks behind his entertainer's back; who chews tobacco in a public conveyance; who gets intoxicated in public places; who borrows money from a friend and then blackguards the lender; who runs in debt with no apparent intention of paying, or who boasts of the superiority of his family."

If you study these nine commandments you will find some old friends wearing new garments. Wine is a mocker. 'Ware the Pharisee, Be a good husband and a discreet one. Don't betray hospitality. Don't be an end-seat hog. Don't be a hog of any sort. Neither a borrower nor a lender be. Travel on your own

merits not on your family's name. This is familiar wisdom, but, stated concretely, with a modern emphasis, it is as pertinent for grown-ups as it is for boys.

* * *

President Nicholas Murray Butler of Columbia University delivered an address last month at the University of California, upon the teachings of socialism. In part he said:

"The socialist propaganda, never more seriously or more ably carried on than now, is an earnest and sincere attempt to escape from conditions that are burdensome and unhappy. Despite its most imperfect interpretations of the economic significance of history and its ringing the changes on the misleading theory of class consciousness, this propaganda makes an appeal to our favorable judgment because its proclaimed motive is to help the mass of mankind. No just man can quarrel with its aim, but few readers of history or human nature can approve its program.

"What is it that socialism aims to accomplish by restricting liberty in order to promote economic equality? It seeks to accomplish what it conceives to be a just economic and political condition.

"At the bottom, and without special reference to immediate concrete proposals, socialism would substitute for individual initiative the collective and the corporate responsibility in matters relating to property and production, in the hope of thereby correcting and overcoming the evils which attach to an individualism run wild.

"But we must not lose sight of the fact that the corporate or collective responsibility which it would substitute for individual initiative is only such corporate or collective responsibility as a group of the same individuals could exercise.

"Therefore, socialism is primarily an attempt to overcome men's individual imperfections by adding them together, in the hope that they will cancel each other. This is not only bad mathematics but worse psychology. In pursuing a formula socialism fails to take account of the facts. Out of the people it would

constitute a mob, forgetful that the mob leader is the most serious foe that the people have ever had to face.

"The Roman republic conquered every enemy but its own vices. With the warning written large across the page of history, what is the lesson of Rome for America? The United States is in sore need today of an aristocracy of intellect and service. Because such an aristocracy does not exist in the popular consciousness we are bending the knee in worship of the golden calf of money. The form of monarchy and its pomp offer a valuable foil to the worship of money for its own sake. A democracy must provide itself with a foil of its own, and none is better or more effective than an aristocracy of intellect and service recruited from every part of our democratic life."

* * *

That the advent of women into academic institutions has not only not lowered the standard of scholarship but has actually improved it was maintained by Professor M. V. O'Shea of the University of Wisconsin, in an address made before the North Central Association of Colleges and Secondary Schools.

"Young men are more earnest and better in manner and morals and in all ways more civilized when women are their classmates than under monastic conditions," he said. "The rush of women into academic institutions, I therefore conclude, has not lowered scholarship, but has distinctly improved the conditions.

"The women do more work in a more natural way with better perspective and with saner incentives than when isolated from the influence of the society of men. There is less silliness and folly where a man is not a novelty. In coeducational institutions of high standards frivolous conduct or scandals of any form are rarely known. The responsibility for decorum is thrown from the school to the woman and the woman rises to the responsibility.

"The principle of coeducation must be retained, but this does not mean that the

education of boys and girls must be identical. The girl must not be required to keep step with the boy from the beginning to the end of her educational career. The ideal plan is to have one school, an organized unity, but sufficiently diversified and elastic in its programme and general activities to provide for the needs of both the boys and the girls."

* * *

Dean Lowney at the University of Minnesota declares the six-day system is

**Criticizes
Six-Day
System.**

the worst system ever invented. He says: "The proportion of those failing in the

greater part of their work under the five-day system was far less than it is now. The present six-day system scatters the energies of a student and disturbs his mind. When he gets behind there is no time to make up work. Something is always pushing on. There is no day except Sunday to do extra work, and if we use Sunday for such a purpose, we are an ungodly institution."

* * *

It may have been supposed that the intercollegiate debate was a form of activity and rivalry that

**College
Debates.**

would receive the unqualified approval of educators and be

permitted to develop without challenge. But it seems that was not to be. There are those who think that college debating needs as much reforming as football, though in a different way. While some of the roughness should be taken out of the latter, a little more should be put into the former. Professor R. M. Alden, in a letter to the New York Evening Post, would apply the heroic remedy of abolishing intercollegiate debates altogether. His objection is that they are "unreal." The students "orate" and

make absurd assertions, and his sensibilities have been frequently rasped by having to listen to such contests.

Professor J. A. Winans of Cornell University, in a reply to Professor Alden would not go to the extreme length of the latter, though he does admit most of his criticisms and adds some of his own. In his opinion a debate to be real should be a "head-on" collision. "Affirmative and negative should squarely join issue; the negative should refute the arguments the affirmative does actually make, not those which it might have made. But the prospect for this is not flattering when a fictitious value is placed upon smoothness of language and grace of delivery." The result of this, it is claimed, is a series of orations, polished they may be, but not debates, and, continuing the former figure, "if the two sides chance to conflict, well and good; if not, they pass on their ways as harmlessly as two trains passing on parallel tracks.

All this seems to do the college debaters an injustice. It apparently expresses the impatience of the trained man at the tentative efforts of the fledgling. The head-on debate which trusts to circumstances and the inspiration of the moment would hardly interest the audiences which are factors to be considered. Admitting that there is room for improvement in method, there must yet accrue to the student debater no little benefit from the careful preparation which he has to make for the trial that is before him. He is young in the flight. He is trying his wings and if he gets too far from the ground he may get a tumble that will make him timid in more serious contests. These debates are pinion practice and if he can poise himself gracefully and hopefully he is to be applauded even if he does sometimes flutter a little with the wind.

OF CURRENT INTEREST

One of the most serious problems of school administration at the present time is an old but still unsolved question of bridging the gap between elementary and secondary schools. The whole organization, discipline, course of study and method of instruction in the high school is so new and strange to the average graduate from a grammar school (to use the old and more familiar term) that many of the newcomers fail to adjust themselves to the new environment and are defrauded of the higher education which they desire and which is their due. It is easy to say this ought not so to be, but quite another matter to determine how the difficulty shall be overcome without overturning the whole educational system.

Most of the suggested remedies have been too radical or too ideal to be practicable, but one Boston master has gone far, it would seem, in solving the problem on the side of the elementary school by organizing his upper grades on the plan of the high school and so making the change from the lower to the higher school easier and more natural for his graduates. His plan is not a difficult one to work out, and it deserves the serious consideration of all who are interested in the solution of the problem in question.

Briefly it is this: All the classes in the three upper grades—that is, the seventh, eighth and ninth years in school—are divided into three sections, A, B and C, “not according to ability, but according to celerity,” to prevent marking time by those who can accomplish the work more quickly and the pushing on too rapidly of slower minds. This arrangement makes possible the introduction of the departmental system, as all the A division in one grade may have arithmetic with Miss Brown, while the B divisions study history with Miss Green and the C divisions geography with Mr. White. As the divisions pass from room to room and from teacher to teacher for instruction they gain the self-reliance and ex-

perience in self-direction which is of first importance in the higher school and an added interest in their work delightful to see.

There is another feature of the plan which is interesting and most vital to some of the pupils; that is, a D division of those who cannot keep up to grade. Strange to say it is so administered that it is not only free from all taint of disgrace, but pupils actually ask to be placed in this division, because they realize they can get special attention there and have a larger hope of reaching grade.

Graduates from this school are easily recognized in the high school by the readiness with which they adapt themselves to the new environment, but to them familiar conditions. If some such plan could be more generally adopted the high schools would soon benefit by the improved carriage, character and scholarship of their entering pupils, and the number of young people who fall by the way during the first year in the high school would be materially lessened.

SOCIAL SERVICE WORK AT HARVARD.

One of the most interesting and genuinely useful undergraduate activities at Harvard is that carried on by the Social Service Committee, whose report to the Phillips Brooks House Association has recently been made. Many of the men who go into the work do so from a desire to gain experience and a knowledge of the lives of working people; but most of them take up this work from a sincere wish to render service.

Since the beginning of the college year in September, 105 men have been set to work by the committee. The men have been divided as follows: thirty to teaching classes in evening schools, in factories, or similar institutions where large numbers of foreigners are employed; nineteen to boys' clubs; eleven to visiting home libraries; nine to gymnasium classes; seven to juvenile courts and probation officers; twenty-nine to general charitable work. Besides, these inquiries

are constantly being received at Phillips Brooks House for temporary help of various sorts, and since the report was prepared a number of men have taken up permanent work, so the number actually working is probably larger than the figures given.

Of the teachers nine are working with the Cambridge Y. M. C. A.; five with the Boston Civic Service League and smaller numbers with other institutions. The boys' clubs, which have the services of the students, are either independent clubs or those connected with settlements, churches and Y. M. C. A.'s. This work consists in taking charge of the boys for a certain hour each week; in some places the students give instruction, either in practical things, like carpentry and day school work, or else amuse and entertain the boys. A baseball coach at Hale House and a gymnastic instructor at the same place find their hands full during the hour or two that they are with their squads. Bible class teachers seem to be less in demand and only five are engaged in this work.

One of the most interesting activities is that of the juvenile courts and probation officers. Five men from the Law School are engaged in this. Their work is in aiding the officers of the courts and in keeping track of the boys who come in contact with the law. This sort of practical service appeals particularly to the Law School men since it is right in their line of study. A blind student in the university requires the services of ten men, who take turns in reading his lessons to him. In this way he is able to keep up with his college work, and the men who read to him are also able to learn something, for the courses which they are taking are the ones in which they read to him. Besides the students in these forms of service, a much larger number of men is scattered around in various places; such as small churches which want the help of good singers in their choirs; home libraries, friendly visiting among the poor, and similar work. Over one hundred men are engaged in the work of the entertainment troupes who are not included in this enumeration; the Social Union in Brattle Square and the Prospect Union in Cambridge-

port also have each fifteen or twenty teachers throughout the college year.

Several hundred men are thus given valuable experience in social service work each year; it is probable that the benefit to the students is as great as the help to the working people with whom they come into contact. The effort is to make the service of the most practical kind, and not to have it at all theoretical or visionary in character.

THE DRAMA AND THE COLLEGE.

It is strange that in the discussion of ways and means of elevating the stage—a discussion that has gone on for a decade and has led to endowment schemes of various kinds—the possible influence of the college dramatic society has hardly been mentioned. Yet colleges have done considerable good and are planning to do more in the future in the direction of cultivating love and appreciation of dramatic art.

The production of Greek tragedies and comedies by Oxford and Cambridge undergraduates are treated as notable events in England. Critics from London and other centers attend these performances and write elaborate essays concerning them. They are patronized by the general public as well as by the relatives and friends of the student players. In the United States Greek plays are occasionally given by Vassar and Smith students, while French and English classics are presented every year at Harvard and Yale.

Primacy in this respect is claimed by the Yale Dramatic Association, for whose benefit a \$75,000 playhouse is to be erected. The auditorium of this theater will seat 1,200 persons, and the stage will be adequate to the best works of the classical and modern repertory. The need of such accommodations may be inferred from the character and variety of the plays which have been given in recent years by the Yale undergraduate amateurs. Among them are comedies by Sheridan, Goldsmith, Shakespeare, neglected Elizabethan works, dramas by Pínero and other moderns. This spring the Yale society will produce Ibsen's "Pretenders," a play that has not been seen in this country on any stage.

We hear too much of college sports and too little of college art, of college interest in the drama and music. Yet it is clear that the colleges could do a great deal toward creating and developing a taste for the higher forms of the great arts, and that their influence would survive the term of academic life. Graduates would cherish their memories and associations and would protest against tendencies that degrade dramatic art, frown on insipid and vulgar plays and encourage earnest, progressive, artistic actors. If we need to "organize the theater," in Matthew Arnold's phrase, for cultural work, the colleges have no small part to assume in this work.

CHANGES AT BERLIN UNIVERSITY.

In the early nineties it was easier for foreigners to get into the Berlin University than it is now, says an old student of that institution. Today, I am told, certificates and diplomas from other institutions must be shown before the student can matriculate. In 1890, my matriculating year, all that was necessary to become enrolled as a student in good standing, was to have a 20-mark piece in one's pocket to pay the matriculation fee, and perhaps 50 marks more to pay for one's first semester's lectures. Nothing was asked about one's former studies or academic training. The university was open to all male foreigners over 17 years of age. Germans had to show a gymnasium or preparatory school certificate, but foreigners were accepted on their face value, says *Success Magazine*.

I can hardly suppress a smile now when I think of my entrance into this famous university. To be sure, I had the necessary amount of money, and had long since passed the required age limit, but I am afraid that a stock-taking of my other qualifications would have left me woefully in the lurch had the other qualifications not been taken far granted. There were two years at an American college to my credit. My German at that time had been selected principally from the coal-passers' vocabulary.

To take a Ph. D., at Berlin, in my day, at least one major study was required and also two minors. There were no examinations until the candidates for

degrees were ready to promoviren, to try for their doctor's degree. At the end of three years, six semesters, such candidates were called before their professors and made to tell what they knew both in their major and minor studies. The examination was oral and alleged to be pretty minute, but I have been told by a Japanese with a Ph. D. degree from Johns Hopkins University and preliminary study in German institutions, that, in his case he would have preferred to take his chances in a bout with the Berlin examiners.

The significance of the title was by no means clear to me on matriculating in Berlin. In an indefinite sort of way I knew that it stood for certain learned acquirements, but what these amounted to puzzled me much of the time, and it does yet. Occasionally some visiting clergyman would preach for our local pastor in the American church, and I noticed that when a Ph. D. was a part of his title, it was thought extra good form to pay extra attention to his discourse.

PRESIDENT ELIOT ON FOOTBALL.

The impression gained from recent interviews indicating that the game of football would be retained at Harvard, that the annual report of the president of that famous old institution would treat the game in a more favorable way, seems to have been without foundation. President Eliot's personal views appear to be substantially unchanged.

While he acknowledged that the changes introduced into the game as a result of popular outcry against it have remedied some of its defects, there are other evils remaining which make it, in his opinion, an undesirable branch of college sport. He admits that the effect of the activity of the rules committee is shown in a more open play. Officials and spectators alike can see better what is being done. There is less chance of deliberate brutality or foul play than before.

But, granting this, the half slang descriptive term "fierce" is used as the best adjective to characterize the play. President Eliot says that "No game is fit for college uses in which men are often so knocked or crushed into insensi-

bility or immobility that it is a question whether by the application of water and stimulants, they can be brought to and enabled to go on playing." In like manner, recklessness which causes serious bodily injuries in the interest of efficiency in play is condemned. For these reasons football is declared to be an undesirable game for gentlemen to play or for multitudes of spectators to watch.

The great influence of President Eliot is thus given in support of that large element of the college world which is desirous of seeing the game of football eliminated from the list of athletic activities of students. This element has much strength at Harvard, and the president's utterance may have much effect in shaping the future. No one sympathizes for a moment with the exclusion from the field of sport of games which cultivate strength and endurance and tend to bring out the hardier qualities of manhood. No one would wish to see a generation of "mollycoddles" turned out from the colleges. The true ideal is a mean between the extremes.

The decision of the rules committee to make no marked changes in the game of football for another season suggests the wisdom of giving the revised game the benefit of trial for one more year before pronouncing judgment. There is no doubt that great advances were made last fall. The experience of a second year may bring out still other points in favor of the modified methods. The game has a host of warm advocates who are far from willing to concede all that its opponents urge against it. When the Thanksgiving season comes again there will be better means of judging finally than are afforded at present.

CAMP SCHOOLS FOR ITALIAN LABORERS.

The Educational Committee of the Pennsylvania House of Representatives has before it a bill authorizing the establishment of night schools for immigrants in labor camps whenever application is made upon the local school authorities over the signatures of at least twenty persons. The measure has been put before Dr. N. C. Schafer, State superintendent of public instruction, and has met with his approval. It has been dem-

onstrated among the 600 workmen employed on the great filtration plant which the municipality of Pittsburg is building at Aspinwall. A school was started experimentally in one of the camp shacks and run for five weeks in the fall of 1905, through the cooperation of Mr. De Luca, the labor contractor. So successful was it that the construction company put up a special building for the school that winter, and when work was resumed full force on the water supply project in the spring there was this educational innovation planted alongside the dredges and steam hoists and the rest of the working equipment. The venture was due to the perseverance and farsightedness of a woman, Miss Sarah Wool Moore, of the Society for Italian Immigrants, who not only demonstrated the practicability of a camp school in Americanizing foreign workmen so as to carry conviction among those who have watched it, but has given to Americans an altogether new idea of the sort of fellows these workmen are. Miss Moore tells about her pupils in the camp school: "Our experiment seemed to have justified itself; the school was wanted as well as needed—that was a point proved by the five weeks' trial, and further proof followed later in the form of a petition signed by 128 men begging to have the school resumed."

YALE MISSION IN CHINA.

The Yale Alumni Weekly has the following to say of the Yale Mission in Chang-sha, China:

The first catalogue of the college which recently began its real work in Chang-sha, has just reached New Haven. It is a pamphlet of sixteen pages that sets forth the purposes and programme of the college of the "Elegant Proprieties," as the characters *Ya Li*, which have been selected to represent the sound Yale, imply when translated. It is the aim of the institution, we are told, "to broaden the learning of its students, build up character and train in loyalty to the emperor and patriotism to the nation. . . . The college places equal emphasis upon both Chinese and Western learning, but special attention is to be paid to English as the chief

medium of modern education." It begins work with a preparatory department only, but expects, when there are students at hand sufficiently trained to proceed further in their studies, to have also an academic department and special schools for graduate work and professional study. Accommodation at present is limited to thirty boarding students, who are called upon to pay the very modest sum of seventy dollars (silver) for a year's tuition and lodging; in the near future the number admitted will probably be raised to one hundred.

"Those who wish to enter this institution as students will qualify by passing an entrance examination in the following: Chinese classics, history and literature, also in arithmetic and geography," says the catalogue. "Special examinations will meet the needs of those requiring advanced courses in the sciences." A four-year course is marked out for the preparatory department in which a pretty stiff exercise in the classical books of ancient China takes the place usually filled by Greek and Latin in our schools; the history during the preparatory schools is naturally chiefly Chinese or Asiatic, with one hour of modern European history in the fourth year. The student studies also the English language, mathematics, chemistry, physics, geography and drawing. When the college proper is established the same attention to the classical (Chinese) side will continue, in order that the graduate may not fail in competition with those who have had the full and exclusive Chinese education, while the English courses will approach more closely to those now offered in the Scientific School than in our college, the plain needs of China today being chiefly scientific.

While Yale in China is frankly Christian it does not propose to force Christian doctrines upon its students. Here is the wording of the clause which covers the most delicate of all the topics treated: "All of the trustees in America, as well as the American instructors, are believers in Christian truth, and we wish to make this college an illustration of true Christianity. Thus the College purposes to keep Sunday and hold religious exer-

cises therein; nevertheless, its students have full liberty to follow their own religion." In the order of the day we read of a breakfast at 7:30 followed by chapel exercises at 8; after which recitation hours are kept, with a break of an hour and a half for dinner at noon, until five o'clock. Study hours are arranged for the evening and bed comes at ten. Saturday afternoons and all Sunday are allowed as holidays, which, in a land where every scholar is supposed to continue at his tasks from sunrise till sunset thirty days in the month, must appear to the native as liberal in the extreme. Stated holidays in the year are "Their Majesties" birthdays, Christmas and the birthday of Confucius, besides three days each on the fifth day of the fifth moon and fifteenth day of the eighth moon. Altogether holidays and vacations amount to eighty days per year."

A few incidental items indicate slightly the picturesque side of an instructor's life in an Asiatic community. Students are told, for example, that they must not affect European dress, but wear their usual costume except at daily gymnastic drill, when a uniform is provided for all alike. To "show respect" is a fundamental requirement of any teacher from his pupils in China; hence the rule that "At the beginning and close of each school year, as well as at New Year, students shall bow three times to the members of the faculty assembled. In their daily conduct students are required to render due respect to their teachers." It is with a thrill of sympathy that we learn of a "Co-op" already established for the sale of books and stationery at cost, with no credit allowed, and with grave approval of the requirement that "every student shall shave once a week and comb his queue at least three times." Shaving there means the front part of the head, not the chin, and if omitted too long produces a dreadful impression of neglect and moral decay upon the observer.

The School which started last November with thirty students and four American and three native instructors had a larger membership and faculty than Yale two hundred years ago.

AERONAUTIC SCHOOL IN GERMANY.

Arrangements have just been completed to establish at Chemnitz a training school for aeronauts and constructors of airships. A similar school has been in operation in Paris for a year past. The Chemnitz institution will be the second enterprise in this new pedagogical field. A one year's course is contemplated for the present, the school to be opened in May, 1907. This course, at the outset, is limited to the construction and use of balloons. It will be enlarged so as to include aeroplanes, as soon as practical working types have been developed.

The successive divisions of instruction during the year's course are as follows: Calculation of volume of balloons; methods of cutting the material; methods of rendering the material impermeable; construction of nets; gases used for inflation; the general theory of balloon construction and use; scientific instruments used in balloon ascensions; meteorological observations; ascents alone; ascents with passengers; special instruction for passengers; methods of landing, and the application of airships. The tuition for a year's course is 600 marks or \$143.

ONCE PRESIDENT OF A COLLEGE; NOW A BLACKSMITH.

The brightest boy in the village school at Stilesville, Ind., prize winner at Ohio Wesleyan University, teacher in various schools, then president of Green River College, Kentucky, and now a blacksmith, toiling daily at the forge at Anderson, Ind., this has been the unusual career of Roscoe J. Stiles, great grandson of Ezra Stiles, Ph. D., a president of Yale University, says the Indianapolis Star.

His ancestors were men of education, men of affairs and prominence, and men who were leaders among their fellow-men. Ezra Stiles, Ph. D., who lived from 1727 to 1795, was one of the noted scholars of his day. His greatest work was achieved as president of Yale when the famous university was yet a struggling school of a few hundred students.

One of his sons was Isaac Stiles, who went to what was then the West to make his fortune. He lived from 1755 to 1828,

spending the greater part of his life in Marion County, Ind. He knew Indianapolis when it was a hamlet. At one time he owned about 5,000 acres of land, the city of Indianapolis now covering part of it. He founded the town of Stilesville, in Hendricks County, which was named in his honor. Isaac Stiles was considered one of the wealthiest men of the State in his day. From his father he inherited a spirit of progressiveness far ahead of his time. He advocated schools and did much to secure their establishment after the organization of the State. He was also a leader in religious matters and is said to have built one of the first churches in the central part of the State, paying for its construction and supporting it for several years.

A son of Isaac Stiles was George Stiles, the father of the blacksmith. George Stiles inherited his father's ability as a leader of men and public movements. He took a prominent part in State politics and served in the State Legislature, representing Hendricks County. He possessed large property interests and was able to send five of his seven sons to Ohio Wesleyan University. The second son, Roscoe J., gave promise of restoring the family's fame in educational affairs, but is now a blacksmith. The third son, Asa F., died before completing his course in an Indianapolis high school. The fourth, William, now owns a great grocery store in Anderson. The fifth, Albert J., now carries the mail on rural route No. 4, out of Anderson. The sixth, Henry Stiles, is employed by the Indiana Union Traction Company, and has the run between Middletown and Anderson. The seventh and youngest of the brothers, Dr. Jay Stiles, has a large practice at Portland Mills.

Of the seven sons, Roscoe, William, Albert, Henry and Dr. Jay Stiles were graduated at Ohio Wesleyan. All made excellent records as students, but only the youngest, as a physician, is now making actual use of his college education.

In his youth Roscoe was looked upon as a second Ezra Stiles. He liked school, and spent his spare time in reading instead of playing. At the age of seventeen he was sent to Indianapolis and entered

what is now Shortridge High School. Here he maintained his record as a brilliant student, and when he had completed his course with high honors he was sent to Ohio Wesleyan at Delaware, O. He proved a leader in all college affairs, joined the Sigma Alpha Epsilon fraternity, was prominent in the social life of the school and graduated as usual, with high honors. After leaving the university he naturally turned to educational work, and for eight or ten years taught in the high schools of cities in Indiana, Ohio and Kentucky. Then he was offered the chair of history in Green River College at Maysville, Ky. This school then had an enrollment of about 300, and was one of the leading co-educational institutions of the State. He taught history for four years and when the presidency of the school became vacant he was chosen to fill the place. For four years more he served as the head of the college, when his health failed. Under his administration the school flourished and the enrollment was increased to almost 500.

When he saw that he must give up his work he thought it would be only for a year or so, and decided to spend the time travelling. But for several years he wandered here and there over the country without finding his strength returning, and so he finally decided to settle down in Anderson and quietly await the end. For a while he spent his time in reading and studying, but having exhausted his means while traveling he decided to go to work.

His brothers and his friends thought he was only joking when he said he intended to open a blacksmith shop. Then when they saw he was really in earnest they offered to find something more suitable for him, but he declined their aid. "I want to work, I want something that will tax my vitality to the utmost," he said, and in a short time he had purchased an old abandoned shop on the edge of the city.

It is a frame, one-room shanty in a marsh below the level of the street near by. A small, muddy stream runs not far from the shop.

UNIVERSITY OF MICHIGAN HOSPITAL.

The State of Michigan derives many benefits from its university at Ann Arbor; but chief among these is the work that is being done at the university hospital, an institution conducted in connection with the medical department. Here the best medical service in the State may be had; medical and surgical attendance and trained nurses are also furnished without charge to patients whose home is in Michigan.

Among the classes of patients for whom especial provision has been made are deformed children. Any child of Michigan birth that is born deformed is entitled to free treatment at the hospital provided the doctor present at the child's birth will certify that he was so present. that the child was born deformed, and that in his judgment it can be helped by treatment; and further provided that the mayor of the city, the president of the village, or the supervisor of the township in which the child lives will order the child cared for at the hospital.

Another class of patients is drawn from the poorhouses. A great many superintendents of the poor are availing themselves of the privileges granted by the hospital and are sending in such of the worthy poor as may demand attention, to receive treatment at the hospital. The only charge made in these cases is for board, lodging and nurses. This expense is charged to the county from which the patient comes and the up-to-date superintendent of the poor realizes that by sending these patients to the university hospital he not only best serves humanity but assists many of the sick to become self-supporting who would otherwise, through lack of proper care, be dependent for life.

Perhaps the most important single step in the history of the hospital was the introduction of a training school for nurses in 1891. The course is a three year one and comprises actual service in the hospital as well as lectures by professors and instructors in the medical department. Upon satisfactory completion of the course a diploma is granted by the University of Michigan.

GENERAL COLLEGE NEWS

At a meeting last month of the General Education Board the following appropriations to educational institutions were made from the Rockefeller Endowment Fund of \$43,000,000:

Bowdoin College, \$50,000 toward a fund of \$250,000.

Colorado College, \$50,000 toward a fund of \$500,000.

Millsaps College, Jackson, Miss., \$25,000 toward a fund of \$100,000.

Yale, \$300,000 toward a fund of \$2,000,000.

Princeton, \$200,000 toward a fund of \$2,000,000.

These appropriations are the first to be announced since Mr. Rockefeller added \$32,000,000 to the endowment of \$11,000,000 in February last.

Besides these, gifts were made to colored schools aggregating \$42,500. Since its organization the board has contributed to schools for colored people more than \$280,000.

John D. Rockefeller Sr. sent a letter to the board giving a list of the securities in which he proposes to pay his pledge of \$32,000,000. The list consisted of twenty-eight different securities and with an average of about 5 per cent income. Therefore the annual income from the \$32,000,000 fund, which will be available to the board for endowments, will be about \$1,600,000. Added to this the income from other endowments of \$11,000,000 will bring the income from the Rockefeller foundation available for use by the board up to more than \$2,000,000.

The colleges that were selected for subscriptions were picked from over 400 applicants. The applications not acted upon probably will come up for consideration again.

In speaking of the distribution of funds Dr. Wallace Buttrick, secretary of the General Education Board, said the board had endeavored to act equitably.

"The southern institutions, which have not the financial backing of some of the eastern colleges," he said, "are given sums under conditions which can be more

readily met. The northern and eastern institutions, which are more able to raise the necessary amounts, naturally are required to raise more on their own account for the amount given by the board.

* * *

The Tennessee College for Women is the name of the new school for girls which has been established at Murfreesboro by the Baptists of Tennessee. The site chosen is the beautiful fifteen-acre campus of the once famous Union University. On this has been erected a three-story pressed-brick building with an eight-foot basement under the entire structure. It is 256 feet long and has two wings, each running back 125 feet. There are over one hundred rooms in the building, and each one is an outside room. The cost of the building is \$60,000. This has been erected by the citizens of Murfreesboro, and no appeal has been made for outside aid in doing this work. The entire plant, valued at \$100,000, has been deeded to the Tennessee Baptist State Convention and is held for them by twenty-seven trustees. The school opens its doors for the first year's work on September 11, 1907. Professor George J. Burnett of Kentucky and Mr. J. Henry Burnett have been chosen to take charge of the school, the former as president, the latter as business manager.

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If the plans of the alumni memorial committee do not miscarry it is probable that the cornerstone of the University of Michigan Memorial Building will be laid during commencement week next June. About \$107,000 has now been raised by the committee, and it is thought that \$20,000 or \$25,000 can still be secured by subscriptions. The preliminary plans of the building provide for a structure to cost in the neighborhood of \$175,000.

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The cornerstone of the new North College of Wesleyan University at Middletown, Conn., was laid by President Bradford Paul Raymond last month. The cer-

emony was witnessed by the entire undergraduate body, the faculty, representatives of the trustees, the city government, clergy and townspeople. Rev. Dr. Henry Baker of the First Methodist Episcopal Church opened the ceremonies by offering prayer. President Raymond followed with an address.

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At a meeting last month of board of trustees of Princeton gifts to the university aggregating \$75,269.51 were announced as having been received subsequent to the last meeting in December. This sum is made up from the following donations: From Henry W. Green, '91, for various departments of the School of Science, \$5,444.21; for the committee of fifty fund, from alumni and friends, \$55,200; for the English department, \$600; for the fellowship in archaeology, \$100; for the Isabella McCosh Infirmary, from the Ladies' Auxiliary, \$227.80; for purchase of books for the library, \$310; for increase of the principal of the Orange Prize scholarship, \$500; for salaries, \$2,887.50; from Morris K. Jesup of New York, to increase the endowment of the Morris K. Jesup fund, \$10,000.

Announcement was also made that through the generosity of James Laughlin Jr., '68, of Pittsburg, and other alumni, the property known as the Carpenter building, on Nassau Street, has been purchased for the university. This gives the university an unbroken frontage on the south side of Nassau Street between University Place and Washington Road, with the exception of the lot on which the First Presbyterian Church stands.

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Announcement has been made by Dr. Joseph Swain, president of Swarthmore College, that State Senator William C. Sproul of Chester, Pa., an alumnus and a member of the board of managers of the college, had provided Swarthmore with funds to obtain a telescope, which will be as large as any in the eastern part of the United States and will rank next to the Lick instrument in California and the Yerkes telescope in Wisconsin. The new telescope will be of 24-inch aperture, and will be erected, together with other astronomical apparatus provided by Mr.

Sproul, in a new observatory to be built upon the college grounds at Swarthmore, eleven miles from Philadelphia. Dr. John A. Miller, formerly of Stanford University, and later of the University of Indiana, is professor of astronomy at Swarthmore and will be the director of the new observatory. He has already done much original work in astronomical research. Senator Sproul was graduated from Swarthmore in 1891 and is the youngest alumnus of the college to endow a department. He is editor and proprietor of the Chester Daily Times.

* * *

At the March meeting the board of trustees of the University of Illinois voted to establish a laboratory of physiological chemistry, in connection with the agricultural experiment station. The staff is to consist of a chief, an assistant professor of physiological chemistry, a bacteriologist and a first assistant analyst. Professor H. S. Grindley of the department of chemistry was appointed chief.

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Work has begun on the two fountains at Columbia, the gift of an anonymous donor, which will be placed on either side of the approach to the Low Library. The fountains are of granite and stand ten feet above the rim of the basin.

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Professor T. S. Woolsey of the Yale Law School has given the university library a set of "Archives Diplomatiques," comprising some seventy volumes. The Medical School has received a legacy of \$5,000 under the will of the late General J. E. Merwin of New Haven. The "Sheff" class of 1904 has established a scholarship fund of \$100 a year, to be given a needy and deserving student of the junior class.

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Because it is impossible to give the 800 woman students adequate physical training in the present gymnasium, which can accommodate conveniently but 150 it is proposed to erect a woman's building at the University of Wisconsin. The structure will be erected on University Avenue, immediately west of Chadbourne Hall, and with the latter building will form a part of the proposed woman's

quadrangle. The new structure will afford a modern gymnasium for women, together with rooms and halls for social functions. In order to construct the woman's building, and to build the first of the desired dormitories for men, an appropriation of \$100,000 annually for four years is provided for by the bill recently introduced in the legislature.

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It is understood that Dartmouth College will soon have a new gymnasium, as a result of the \$300,000 bequest to the college by Thomas P. Salter of New York, made public last month. No formal announcement has yet been made as to the manner in which the bequest will be used, but it is said that part of it will be used for the construction of a new gymnasium. This will be a much-needed addition to the group of college buildings, as the rapid growth of sports at Dartmouth has made the old gymnasium entirely inadequate.

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The new pipe organ at the University of Virginia, the gift of Andrew Carnegie, has been formally dedicated. The organ, which is located on either side of the platform in the public hall, cost \$7,000 and is an electric console instrument of more than fifteen hundred pipes.

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An important event in the history of American Catholicism is involved in the contemplated removal of the venerable seminary of St. Mary's from Baltimore to the Catholic University of America, three miles northeast of Washington, D. C. The centralizing of all their interests in one great institution near the university is a point of vast importance to the Sulpitians, while the coming of St. Mary's is the most important event to the institution since Miss Caldwell gave it the first endowment.

With the Paulist fathers about to erect a \$200,000 college in the university park and the Oblate fathers of Ottawa, Canada, completing their plans for two massive structures, an era of prosperity seems to follow the long season of adversity which overtook the foundation of the Catholic University of America after the

failure of its treasurer, Thomas Waggonman, and the consequent tying up of its endowment fund.

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A legislative committee, appointed two years ago to inquire into "the just obligations of the state to the University of Maine," met in Portland on May 23, 1906. At this meeting there appeared as the leading speaker President William DeWitt Hyde of Bowdoin College. He had prepared an address, which had previously been given to the press in the various cities of the state. President Hyde was followed by President White of Colby College and President Chase of Bates College, each agreeing to the sentiments expressed in President Hyde's address. The substance of these opinions was an opposition to the maintenance by the state of the liberal arts courses at the University of Maine, and to the granting of the B. A. degree. It was claimed that to duplicate at the expense of the state the courses given at the other colleges was unjust to the other colleges and was a wrong expenditure of public money, for students could obtain the liberal arts courses at the other colleges without expense to the state. It was also maintained that the liberal arts courses at the State University were inferior to those at the other colleges, because they had been taught for only ten years, while in the other colleges they had been taught for periods varying from nearly half a century to over a century.

The bill for maintenance of the university was referred by the house of representatives to the committee on education, a majority of whom recommended an appropriation to the university conditioned upon the abandonment of the liberal arts courses. This report was amended in the house of representatives, cutting out the condition, and the resolve finally passed the house granting an appropriation for two new buildings and \$65,000 a year for two years to the university. In the senate the same appropriation was made, but on the condition that the liberal arts courses should be abandoned. After several delays the senate receded from its position and passed the measure as the house had passed it.

The board of trustees of the University of Virginia has accepted the gift of \$20,000 from Mrs. Thomas Nelson Page of Washington for the establishment of the "Barbour-Page lecture fund;" also the gift of \$1,000 from Richard B. Tunstall of Norfolk, and the gift by deed from John Armstrong Chanler of his property, "Merry Mills," Virginia.

* * *

Principal Peterson of McGill University has received a letter from Andrew Carnegie offering a donation of \$50,000 toward the building fund of the McGill University College of British Columbia, conditional on a similar sum being raised within a certain period. This gift will make a substantial foundation for the fund of \$100,000, the sum that the board of managers considers should be raised before the actual work of construction is undertaken.

* * *

The Cowden family of Abilene, Tex., have donated \$5,000 to Simmons College, located at Abilene. The funds donated are to be used in the erection of a \$20,000 boys' dormitory and to be known as Cowden Hall. Plans will be adopted for the new hall this week and the contract let at once for its erection.

* * *

Ground has been broken at the University of Virginia for the new university mess hall, which is expected to be opened next session. It will furnish board to students at low rates.

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Western Union College, at Le Mars, Iowa, is planning to build a new gymnasium. The funds have largely been subscribed by students, faculty and citizens of the town.

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Announcement was made last month by the board of curators of Stephens College that contracts would be let April 1 for \$50,000 worth of improvements at the school. A conservatory of music, modern gymnasium, additional dormitories, laboratories and libraries will be added before September. The capacity of the college practically will be doubled.

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The law library of the late Prof. Moritz Voight of Leipsic has been presented to

Northwestern University Law school by Elbert H. Gary, chairman of the board of directors of the United States Steel corporation. The collection is valued at \$50,000.

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Dr. J. Edward Kirbye, president of Drury College, Springfield, Mo., has announced that J. K. Burnham of Kansas City, who has already given \$15,000 to the institution, will make a second gift of \$5,000 to the endowment of a quarter of a million now being raised. This latest pledge is made on condition that the citizens of Springfield raise the sum of \$15,000, of which amount \$4,000 has been pledged. Dr. Kirbye has also announced that seven or eight persons living outside of the city who are interested in the welfare of the college have pledged \$1,000 on condition that the citizens of Springfield raise the sum allotted.

* * *

Miss Susan W. Steddom, who recently died at Denver, has left a bequest to her alma mater, Penn College, Oskaloosa, Iowa, of between \$5,000 and \$6,000. The money is to be used as a permanent endowment for the library of the college and the money that results from the investment of the funds will go toward enlarging and supplying this department of the school.

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Plans are completed for a new structure at Lima College, Lima, Ohio, to cost \$60,000.

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For the purpose of counteracting the effects of the fraternities, the erection of two large dormitories, one for women and one for men, is contemplated at the University of Wisconsin.

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Fire which broke out in the northwest wing of science hall at Northwestern University last month caused \$12,000 damage and threatened the destruction of the building. Twice before flames originated in the same place. Phosphorus spilled on the floor of Professor A. V. E. Young's private laboratory is believed to have caused the blaze. Some of the phosphorus is thought to have got in the cracks in the floor and to have become ignited by oxidation. The loss will

amount to \$6,000 on the wing, which was partially destroyed, \$3,000 on the main structure and \$3,000 worth of chemical apparatus.

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Arrangements have been completed for the dedication of the main building of the new Presbyterian German Theological College just about completed at a cost of \$100,000. The dedication will take place on April 24th and 25th and will be an elaborate affair. The dedicatory address will be given by Rev. John Shaw, D. D., of Chicago. The magnificent new structure is about completed and will be ready for occupancy at the time of the dedication, but will not be put into actual use until the fall when the students reassemble for another year's work.

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The Missouri State Legislature has appropriated \$302,000.00 for the Southwest Missouri Normal School, at Springfield. With this sum will be constructed the main building, which will cost \$250,000.00.

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Dr. M. H. Chamberlain, president of McKendree College, Lebanon, Ill., received word from Pittsburg that \$25,000 of the Carnegie funds would be given to the school for a dormitory. Some time ago E. W. Clark & Co. of Philadelphia gave \$25,000 and D. K. Pearsons of Chicago \$10,000, on condition that \$100,000 be raised. The Carnegie gift is opportune as an aid in securing the larger amount.

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A bill is now pending before the legislature for the establishment of a medical school at the University of Wisconsin.

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A \$1,000,000 Catholic university for higher education will be erected in New Orleans before another year, the promoters organized as the Marquette Association filing their charter last month. The Rev. Father Albert Blever, S. J., will be president of the new institution,

which will be conducted along the lines of Jesuit colleges. A site has been purchased.

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The library of the George Washington University is congratulating itself on the acquisition of the classical library of the late Professor Wachsmuth of the University of Leipsig—a collection comprising 7,900 volumes of rare and valuable books, including the best editions of the works of Greek and Roman authors, complete series of periodicals and translations of archæological and philological societies, and practically all the best books on Hellenic history and epigraphy. It is regarded as the fullest collection of classical works ever offered for sale and contains many works not found in this country.

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The will of Francis P. Furnald was filed in New York last month. A trust estate is created, the income from which is to be paid to Mrs. Furnald. When Mrs. Furnald dies the estate will be divided and \$300,000 given to the trustees of Columbia University for the building of a dormitory, in memory of a son, Henry Blackler Furnald, and to be called Furnald Hall.

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Andrew Carnegie has donated to the University of Leipsic 5,000 M. (\$1,000) for the establishment of a seminary devoted to the history of civilization and general history. This seminary was opened at the beginning of the year under the direction of Professor Lamprecht.

Mr. Carnegie has also placed a sum at the disposal of the University of Paris the income from which, 12,500 francs, will be granted, under the name of scholarships (*bourses d'études*), to students and savants intending to make researches in the laboratory of general physics lately established by Pierre Currie. The "*bourses des Currie*" will be available for savants and students of all nationalities who have given proof of scientific merit.

VIEWS OF PRESIDENT ELIOT ON COLLEGE ATHLETICS

Despite the admitted improvement in the game of football under the revised rules it is still under the ban of President Eliot of Harvard University. In his annual report, which will be published this week, President Eliot shows that he is still opposed to the game, and classes with it hockey and basketball as undesirable sports. Of football he says that it "remains an undesirable game for gentlemen to play or for multitudes of spectators to watch." He further recommends only two intercollegiate contests in each sport, the reduction of expenses and the doing away with organized cheering. Following is President Eliot's report concerning athletics as published in the Harvard Graduates' Magazine:

The game of football was somewhat improved by the new rules extorted last year from its creators and managers by the pressure of public opinion. Under the new rules the game is more visible than before to both officials and spectators, and it is livelier and therefore more interesting to watch. It gives appropriate opportunities to several kinds of natural athlete, and it affords fewer opportunities for foul play and brutality, whether deliberate and planned or sudden and accidental, than the game under the former rules afforded.

Public opinion also compelled the employment of a better kind of official at intercollegiate games, the kind that intended to enforce the rules; although in respect to the number of officials the new rules were violated at most of the principal games by consent of the coaches and captains. The injuries inflicted on the Harvard players were of the same character as were suffered under the former rules, but they were much fewer in number. This improvement was mainly due to the "neutral zone" between the opposing rush lines, and to the requirement that ten yards instead of five be made in three downs. Many injuries were caused before the "neutral zone" was established by the rush of the backs into a solid mass of men. It is a moving line

into which the backs now plunge. The ten-yard rule made much less profitable the "bucking" of the line. There was more kicking and fewer violent impacts of masses of men. Hence the diminution in the number of injuries. The open plays did not cause any increase in either the number or the severity of the injuries received. The spirit of the game, however, remains essentially the same.

It is properly described by the adjective "fierce"—a term which is commonly applied to the game by its advocates.

It therefore remains an undesirable game for gentlemen to play or for multitudes of spectators to watch.

No game is fit for college uses in which men are often so knocked or crushed into insensibility or immobility that it is a question whether by the application of water and stimulants they can be brought to and enabled to go on playing. No game is fit for college uses in which recklessness in causing or suffering serious bodily injuries promotes efficiency, and so is taught and held up for admiration. In hunting, mountain-climbing, boating and other sports which involve danger it is not recklessness but good judgment and prudence combined with boldness which promote efficiency.

An extreme recklessness remains a grave objection to the game of football, and it also makes basketball and hockey, as developed in recent years, undesirable games.

The immoralities or brutalities connected with particular sports are, however, much less injurious to the educational institutions of the country than the gross exaggeration of all competitive sports which is now working incalculable harm to schools, colleges and universities. This evil began in the colleges and has worked down into the secondary schools. It is for the colleges to set the example in repressing it. The means of repression are at hand; it is the will and the courage to repress which are lacking.

The preparation for these two contests should be procured solely through domes-

tic competitions, the number and variety of these home competitions being much increased. The only proper object of intercollegiate competition is the development of the largest possible number of players in each sport at each institution. It has been proved in rowing that one intercollegiate contest is sufficient to develop in the contesting colleges a large amount of rowing and of home competition. From the educational point of view the value of any sport is to be tested chiefly by the number of persons who habitually take active part in it for pleasure during the education period and enjoy it in after life. Tried by this test football is the least valuable of all college sports.

The exaggeration of athletic sports, and particularly of intercollegiate games, leads to a great waste of money. The total direct expenditures for athletic sports at Harvard College in the year 1904-5 was \$63,487.12, of which sum football took more than a quarter and baseball more than a sixth. That sum of money would have paid the salaries of twelve full professors. The direct expenditure for athletic sports is, however, much less than the indirect expenditure, in which students and graduates of the university and the public become involved. Every important game of intercollegiate football causes the spectators to expend hundreds of thousands of dollars in travel and gate money; and every considerable baseball game causes similar heavy expenditure, although not on the same scale as football.

Fortunately the gate money taken at the games in which Harvard students have a part is sufficient to meet all the direct expenses of athletic sports at Harvard and to leave a surplus for the improvement of the athletic grounds and buildings. For many years the treasury of the university has paid nothing whatever toward the cost of the competitive athletic sports, and neither the playgrounds nor the buildings on them have been a charge on the university. The fact that it is not the university's money which is wasted does not, however, invalidate the statement that the exaggeration of the athletic sports leads to a great waste of money. This waste is particu-

larly mortifying because it is made by well-educated young men. One of the sources of waste of money is the belief that no team or crew can do its best unless it is stimulated by a continuous roar of cheering from at least a thousand throats. While spontaneous applause for good playing on either side serves a good purpose and is an exhilarating feature of competitive sports, continuous, pumped cheering during good and bad ball-playing alike is absolutely unnatural and has no counterpart in the contests of real life.

For games at a distance from home this so-called "support" is very costly; but, so far as they can hear it, it answers no useful purpose with the players. The most intense players hear it only at intervals. On the part of the spectators it is a weak, hysterical and utterly ineffective demonstration; yet it is held up as a patriotic duty to loyal students in every college.

The highly competitive sports are defended by many college graduates, members of faculties and school teachers on the ground that the sports in general promote, first, bodily health, and secondly, morality. There are elements of truth in this contention. It is true that active exercise, even though exaggerated, is healthier than inertness and sloth, and that brutality is better on the whole than effeminacy. It is also true that any form of labor or play which fatigues, and gives full play to the superfluous energy of youth, contributes to the maintenance of a sound mind and a firm will in a vigorous body; but all these good effects can be obtained in two hours a day of moderate activity in sports free from brutality, cheating and recklessness.

The sports which are so exaggerated as to exhaust the players, and make them incapable of intellectual work in that part of the day when they are not playing, are not so wholesome as the more moderate sports. Both at school and at college the popular competitive sports now take away the time and interest of the players from physical exercises which can be combined with intellectual exercises, such as country excursions on foot, visits to industries or field study of any of the different forms of natural history.

The American secondary schools have distinctly lost ground within the last twenty years, because the afternoons are so generally devoted throughout the year to competitive games of ball, and the boys' daily conversation runs on the games instead of on their reading, their walks or the sights and sounds of real life in city or country. The same distractions have impaired the intellectual quality of college life.

It is also maintained by many superficial and some serious thinkers that the violent or fierce athletic sports protect the players against immorality and vice. Temporarily they may, because of the rules of training, just as a prizefighter is temporarily protected from himself while he is in training; but no doctrine can be more dangerous if a permanent defense is intended or hoped for. The only trustworthy defense against low vice of every form, including all the more ruinous vices, is moral conviction, and the firm will to abide by moral convictions. The young man who is taught that he may substitute for moral convictions the physical fatigue which results from sport is in a dangerous situation. As a defense eight hours a day of steady productive labor is vastly better than the furious spasms of competitive sport; but it is a familiar

fact that eight hours a day of strenuous labor will not protect the young man who has no moral defenses against the indulgence of his lower propensities and passions. Mere bodily health and vigor will afford no adequate defense against even the lowest forms of vice, much less against the vices which look to young men pleasant, or generous, or adventurous.

An extreme form of the argument in justification of exaggerated and brutal sports runs as follows: "Many young men are brutes, and they had better have brutal games than brutal vices." The fatal defect in this argument is that brutal games will not protect brutal young men against brutal vices. They can only be protected from moral destruction by giving them moral motives which will master their downward physical proclivities.

It is high time that the whole profession of teaching in school, college and university united to protest against the present exaggeration of athletic sports during the whole period of education, and especially to bring competitive sports between schools and between colleges within reasonable limits and establish the supremacy of intellectual and moral interests over physical interests in all institutions of education.

FUTURE OF THE SMALL COLLEGE

Will the small colleges survive in competition with the great universities? This is a question which the officers and alumni of the small colleges are anxiously debating in their minds. There is no doubt that the large universities, like the huge department stores, tend to crush smaller concerns. Yale and Harvard offer so much more to students than the little New England colleges that the lesser institutions are fast losing prestige; and on the Pacific Coast the universities of California and of Stanford are similarly throwing deeper and deeper

shadows upon their weaker but ambitious rivals.

Two courses are open to the small college which fears extinction in competition with the larger universities; either to retire from the struggle and sink to the condition and degree of a preparatory academy, or to expand and become a great university. As the small college has in nearly every case a large opinion of its merits, the first alternative is scarcely considered. We have witnessed, however, in the last ten or fifteen years many of the small colleges burgeoning

forth as great universities, and in some cases the spectacle has been grievous. A poor college assuming the state and pretensions of a university is compelled to live the life of the shabby genteel. In many cases the expansion consists chiefly in enlarging the annual catalogue by creating departments on paper. Especially in the West, numerous struggling institutions make themselves ridiculous by pretending to rival Yale, Harvard and schools of that class. It takes a vast endowment to support a big university, and it is quite foolish for the lesser schools to set up as universities on slender means.

However, while this is sound doctrine, the case of the small college is not hopeless. The primary function of a great university is not the teaching of undergraduates, but the pursuit of knowledge by original research. The best member of a university's faculty is the best scholar and investigator; the best searcher after truth; the most original and creative thinker; and he is not necessarily the best pedagogue. Indeed, as a rule, the didactic talent is not closely associated with the speculative and experimental talent. The man who discovers knowledge leaves to disciples, if he can, the drudgery of drilling it into the juvenile mind. That is why, in most universities, the effectual teaching is done by instructors rather than by the heads of departments and full professors. In cases, not too frequent, the same man possesses both talents and then we have a very great college man.

This idea of the university as a congregation of scholars, organized for mutual comfort, convenience and help, is the original idea. The teaching done at the universities was always a secondary matter. The vast and perfectly equipped laboratories and libraries of the modern university are of little use to the average rah-rahing undergraduate whose thoughts dwell chiefly on athletic sports and students' frolics. Much better work—real university work—would be done at

the universities if 90 per cent of the students were turned adrift and told to go to small colleges where they would have the benefit of being under the teachers' eyes.

Herein, then, is the difference between the small college and the large university. The college is, first and last, an institution for the instruction of youth. The faculty is composed of schoolmasters rather than schoolmen. Very little original research is done in the small colleges, for the reasons, first, that they have not the libraries and laboratories; second, that they cannot afford to maintain scholars in leisure, but must overwork every member of their faculties in the classroom, and, third, because the rich universities attract to themselves the men who do original work and show aptitude for research. A small college cannot possibly hold a great scholar against the inducements offered by the five or six leading universities.

But there is ground for believing that teaching work is better done at the small colleges than at the universities. In the colleges classes are small and the teachers come into close contact with the students. Moreover, the college authorities enforce a stricter discipline and exercise a closer supervision over the students outside of the classroom, and the average boy of the usual age of freshmen and sophomores is too young for the large liberty of a university.

It would be well for American scholarship and education if more of the teaching were done by the small colleges, and the universities saved their strength for research and experiment, which is the work of true scholars. Some arrangement might be made by which the small college would carry a lad to a point, say, as far advanced as that which marks the end of junior year in a university; and then turn him over to the university to pursue either professional studies or advanced work in the humanities or sciences.

AMONG THE FACULTY

Harry Pratt Judson was formally installed as the second president of the University of Chicago on March 19th, at the sixty-second convocation of the school. President George Edwin MacLean of the University of Iowa, a classmate and fraternity brother of Dr. Judson's at Williams College, delivered the convocation address.

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Reginald Aldworth Daly, at present head geologist of the Canadian Internal Boundary Commission, has been appointed professor of physical geology at the Massachusetts Institute of Technology by the executive committee of the corporation. He will take the place of Prof. W. O. Crosby, who will retire on a pension from the Carnegie Foundation. Prof. Crosby is the first teacher at the institute to receive such a pension.

Prof. Daly was born in Canada in 1871, and graduated from Victoria College in 1891, coming to Harvard, where he received the degree of A. M. in 1893 and that of Ph. D. in 1896. He was instructor in geology and physiography in Harvard from 1898 to 1901, and has since been the head geologist of the Canadian Internal Boundary Commission.

Prof. Crosby will retire at the end of the present year. He has been connected with the institute since 1874, as student and teacher. He will remain at the institute to conduct research work in geology.

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Francis H. Smith, professor of natural philosophy, tendered his resignation to the Board of Visitors of the University of Virginia at its recent meeting. He had taught in the University for fifty-seven years. At this meeting Dr. Stephen H. Watts of Johns Hopkins University was elected professor of general surgery and director of the university hospital. Dr. Thomas Leonard Watson of the Virginia Polytechnic Institute was elected professor of economic geology, and Dr. R. M. Bird, University of Missouri, col-

legiate professor of chemistry and director of the laboratory for undergraduates. Dr. Arthur E. Austin of Boston was appointed adjunct professor of physiological chemistry for the remainder of the present session.

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Professor Le Roy C. Cooley of Vassar College will retire from the chair of physics at the end of this year, and will be the first member of the Vassar faculty to have the benefit of the Carnegie foundation. The chair will be filled by Dr. A. D. Cole, professor of physics at Ohio State University. Associate Professor James F. Baldwin has been promoted to a professorship in history.

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The trustees of the University of Pennsylvania have voted to establish a laboratory of physiological chemistry in connection with the agricultural experiment station. The staff is to consist of a chief, an assistant professor of physiological chemistry, a bacteriologist and a first assistant analyst. Professor H. S. Grindley of the department of chemistry was appointed chief.

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Announcement has been made of the appointment of William D. Ennis, M. E., to the chair of mechanical engineering at the Polytechnic Institute of Brooklyn. Professor Ennis, who will assume the duties of his new office next fall, succeeds Professor Magnus C. Ihlseng, who resigned last summer in order to undertake engineering and educational work in Pennsylvania.

Professor Ennis is a graduate of Stevens Institute of Technology in the class of 1897, of which he was valedictorian. Although a young man, he has enjoyed unusually wide and varied experience in practical engineering. He has been associated with the Rogers Locomotive Company, the Passaic Rolling Mill Company, the Consolidated Gas Company of New Jersey, the Walworth Construction and Supply Company, of

Boston, and from 1901 to 1904 acted as consulting engineer for John D. Rockefeller in several mining, railway and manufacturing enterprises in Washington State. He has also been the engineer of the Everett Pulp and Paper Company of that state, and since 1905 an advisory engineer on the appliance of power to problems of construction and operation with the General Electric Company, of Schenectady, N. Y.

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Professor William Bateson, F. R. S., professor of zoology at St. John's College, Cambridge University, England, has been announced at Yale as the Silliman lecturer for 1907. Professor Bateson is recognized throughout Europe as an authority on zoology. These lectures will be delivered in October.

The Silliman memorial lectures were established in 1901 by the will of Augustus Ely Silliman of Brooklyn, N. Y., who died in 1884. These lectures are the most important of Yale's scientific addresses and are delivered annually on subjects connected with "the natural and moral world." The four courses thus far given in this lectureship have been by Professor Sherrington of the University of Liverpool; Professor Rutherford of McGill University and Professor Nernst of the University of Berlin.

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Professor Claude H. Vantyne, one of Michigan's most brilliant young professors, and who succeeded Andrew McLaughlin in the chair of American history, has been offered a similar position at Yale at a salary of \$4,000, \$1,500 more than he receives at Michigan. Professor Vantyne declined the offer, however.

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Willis L. Towne of the class of 1906, Worcester Polytechnic Institute, has received an appointment as assistant technical editor of the Fuel Testing Department of the Geological Survey. Mr. Towne leaves the position of instructor in the McKinley Manual Training School of Washington, D. C., immediately, to accept this appointment.

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Professor George T. Ladd, formerly of Yale University, who is aiding in the

development of the system of education in Japan, has started for Korea from Nagasaki at the special invitation of the Marquis Ito, the resident general of Japan at Seoul. The visit of Professor Ladd to Korea is expected to be highly beneficial in removing the misunderstandings among the missionaries in that country.

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Professor William Cole Esty, of Amherst College, who resigned years ago after being connected with the college for over forty years, has been made professor emeritus of mathematics and astronomy. He graduated at Amherst in 1860 and was first appointed to the faculty in 1862.

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It has been announced that the most probable candidate for the position of director of technical education of Nova Scotia is Professor Frederic H. Sexton, graduate from the mining engineering department of the Massachusetts Institute of Technology in 1901. He will be in charge of the new State system of technical schools, and will hold a very important position which will embrace the principalship of the Central College in Halifax. This latter is to be known as the Nova Scotia Institute of Technology, and is intended to stand high in its class. The position that Professor Sexton is about to take will include the supervisory powers over the whole system of subordinate schools in all the industrial centres, as well as the right to advise the general school board on all technical matters. Professor Sexton at the present time is at Dalhousie University, Halifax, N. S., as assistant in mining and metallurgy.

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The resignation of Rev. Dr. Lewis Orsmond Brastow, professor of practical theology in the Yale Divinity School, and of Daniel Cady Eaton, professor of the history and criticism of art, were accepted at the regular March meeting of the Yale Corporation. Both professors retire after many years of service, and each becomes a professor emeritus. Charles Cheney Hyde, associate professor of law in Northwestern University, was appointed to give the courses in inter-

national law next year, in place of Professor Theodore S. Woolsey, who is to be absent on leave.

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Prof. Reuben Post Halleck, principal of the Louisville (Ky.) Male High School, has been asked by President James of the University of Illinois, to accept the chair of secondary education, which is to be established by the University of Illinois. The purpose of the new chair is to train high school teachers for their profession.

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President Schurman of Cornell has appointed Professor Wilder to represent Cornell at the International Zoological Congress, which meets in Boston, in August. Dr. Wilder will also contribute to the forthcoming Agassiz memorial number of the Harvard Graduates' Magazine, a paper on his recollections of Agassiz, under whom he was student and assistant for five years. Professor Albee has been elected to the executive committee of the American Philosophical Association.

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Professor A. M. Soule, dean and director of the Virginia Polytechnic Institute at Blacksburg, has placed his resignation in the hands of President J. W. McBryde. Professor Soule has accepted a similar position with the Agricultural College of Georgia. He has a contract with the Virginia Polytechnic that runs two more years, but wishes to be released.

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Prof. Edward B. Clapp, head of the Greek department of the University of California, has been appointed professor of Greek in the American School of Classical Studies at Athens. He will shortly leave for Greece.

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Millard Shaler of the University of Kansas, has been given the position of scientist for the Guggenheim expedition to the Congo at \$3,000 a year. He expects to start the first of July.

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G. Subba Rau, vice principal and professor of mathematics in Zamorin College in Calicut, who has been selected by the local committee in India to be the

first holder of the Brahmo-Somaj scholarship offered by the Meadville Theological School, is now in attendance at the school. Mr. Rau has already lectured in Fairhaven, Hartford and Boston.

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Miss Louise R. Jewett, professor of art in Mount Holyoke College, has just published a book which forms the third in a series of "Ten Key Books" to be issued by L. J. Freeman of Central Falls, R. I. "Key Book III," Miss Jewett's number, is entitled "Masterpieces of Painting: Their Qualities and Meanings." The purpose is not to name the masterpieces in painting, nor even, in so many words, to define what shall be so designated, but rather to lead one into discovery of his own ability to recognize the qualities that constitute a master work of any time. This purpose is accomplished by a method which is somewhat unique. Representative pictures of certain types of greatness are chosen, not necessarily the masterpieces of any author or period, but those pictures rather which best illustrate the particular qualities under discussion. These are reproduced in very good plates by the help of which the author shows what the particular ideal or truth was, which in the given case the artist made it his joy to express.

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Professor M. V. Young, of Mt. Holyoke College, received from the minister of public instruction of the French republic a diploma conferring on her the honorary title of academic officer. This diploma, signed by M. Aristide Briand, is given in recognition of Professor Young's work in the dissemination of the French language and literature.

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The University of Georgia is soon to have a chair of history and sociology, as the result of the generosity of Sam M. Inman and John W. Grant, of Atlanta, and Dr. L. G. Hardeman, of Commerce. The cost of the chair will be approximately \$1,500 a year. Mr. Inman has promised to give \$500 for three years. Mr. Grant \$500 for one year, and Dr. Hardeman \$500 for one year. It is Chancellor Barrow's intention to establish the chair immediately after vacation, and he

will appoint Robert Preston Brooks, who is now completing a three years' course at Oxford, England. Mr. Brooks was a winner of one of the Cecil Rhodes' scholarships at Oxford, and is one of the most brilliant students ever sent out from the state of Georgia.

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Charles Cheney Hyde of Chicago, associate professor of law in Northwestern University, has been appointed to give the courses in international law at Yale next year. He will take the place of Professor Woolsey, who is to be absent on leave. The resignation of Rev. Lewis Orsmond Brastow, D. D., professor of practical theology and former dean of the Divinity School, and Daniel Cady Eaton, professor of history and criticism of art, have been accepted. Both become professors emeritus.

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The Alice Freeman Palmer fellowship of \$1,000, founded at Wellesley in 1903 by Mrs. David F. Kimball, has been awarded for the coming year to Helen Dodd Cook, Wellesley '05, and fellow in philosophy and psychology for the present year. Miss Cook will continue the study of psychology at a German university.

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Largely influenced, it is said, by the many petitions, letters and appeals which have come to him ever since the announcement of his intention to resign from the faculty of Princeton University, Dr. Henry Van Dike has decided to withdraw his resignation and remain Murray professor of English literature. Petitions came to him from alumni associations in all parts of the country, faculty, students, and a host of friends. One petition had more than three hundred signers.

Dr. Van Dyke has sailed for the Holy Land, where he will spend two months.

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It has been announced that at a special meeting of the Wabash College trustees Dr. George L. Mackintosh was elected president to fill the vacancy caused by the death of the late Dr. William P. Kane. The new president is a Wabash alumnus and for the last sixteen years

has been pastor of the Fourth Presbyterian church at Indianapolis. Dr. Kane the former president, died last July.

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Dr. Albert Leonard, who has been for some years a member of the educational department of Houghton, Mifflin & Co., Boston, has been elected superintendent of schools at New Rochelle, N. Y., to take the place of Mr. I. E. Young, who retires after twenty-five years of service in that city. Dr. Leonard will continue as editor of the Journal of Pedagogy, with which magazine he has been connected since its beginning in 1887.

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Professor Claude E. Vantine, head of the department of American history in the University of Michigan, has declined an offer to take the same chair at Yale University.

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The Rev. Henry Coe Culberson of Iola, Kas., has announced his acceptance of the presidency of the College of Emporia, the Presbyterian synodical school in Emporia, Kas., to succeed the Rev. L. C. Miller, who resigned the presidency eighteen months ago. The new president of the College of Emporia is a young man. He went to Kansas recently from Evanston, Ill.

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Prof. William L. Pearson, Ph. D., since 1887 connected with Penn College at Oskaloosa, Iowa, has resigned to take charge of the Biblical department in the Biblical School of Friends' University at Wichita, Kan.

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Dr. R. E. Hatton, who has for the past few years been in charge of the Roanoke College for Young Women, Danville, Va., has resigned the presidency of that institution, to take effect at the end of the present session. Prof. J. A. Brewer, now the principal of the Franklin Female Seminary, of Franklin, Va., has been elected as Dr. Hatton's successor, and will assume charge of the college, beginning his active work at the beginning of next session.

Dr. Hatton's resignation was tendered in order that he might assume the presidency of Liberty College for Young Women, located at Glasgow, Ky.

Lawrence Mason has been appointed instructor in English at Yale. He graduated in 1904 and was eighth in his class in studies. While in college he was a member of the Phi Beta Kappa and Psi U and of the Elihu Club. He also was one of the founders and a director of the dramatic association and wrote the "Ivy Ode" for the graduating exercises of his class. During his college term Mr. Mason was an editor of the Yale News and of the Yale Record. Last winter he published an English grammar and a school version of "A Tale of Two Cities" in conjunction with Professor Buehler. Since he graduated from Yale he has been a member of the faculty of the Hotchkiss School at Lakeville, Conn. Five of his brothers were graduated from Yale before him.

* * *

Prof. G. W. Bissell, for 16 years connected with the Iowa State College at Ames, has resigned the chair of mechanical engineering and will sever his connection with the college at the end of the present year. He will go to Lansing, Mich., where he accepts the position of dean of engineering and professor of mechanical engineering at the Michigan Agricultural College.

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President Roosevelt has decided to appoint Labor Commissioner Charles F. Neill and Professor J. W. Jenks of Cornell University to be civilian members of the immigration commission authorized by the last Congress.

Announcing the budget for the year beginning July 1, 1907, the trustees of Columbia University made known the fact that they were studying the whole question of professors' salaries, as advised in that part of President's Butler's last annual report, which he devoted to a discussion of the increased cost of living. The question has been turned over to a special committee, consisting of President Butler, Edward Mitchell, chairman of the committee on finance, and ex-President Seth Low. In the budget just adopted the trustees have made provision for increasing from ten to twenty per cent the salaries of twenty-five members of the teaching staff "who were most conspicuously underpaid."

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Miss Katherine E. Conway, editor of the Boston Pilot, was the recipient of the Laetare medal, given by the university of Notre Dame, South Bend, Ind., on the fourth Sunday of Lent, known as Laetare Sunday, because the introit for the day begins with the Latin "laetare," meaning "rejoice." The medal is given each year to some member of the Catholic laity who has been distinguished in law, letters or for work of philanthropy, and has been presented since 1883. Miss Conway became a member of the editorial force of the Boston Pilot during the life of the late John Boyle O'Reilly, and succeeded James Jeffry Roche as editor in chief. She has written a number of books and finds time for much work of a charitable nature.

OBITUARY

Miss Ada L. Howard, first president of Wellesley College, died at Brooklyn, N. Y., on March 3rd. Miss Howard was born in 1829. For several years she taught at Mount Holyoke College, and at the Western College, Oxford, Ohio. At one time she was Principal of the woman's department of Knox College, Galesburg, Ill., and later conducted a private school at Bridgeton, N. J., from which she went to Wellesley, becoming the first woman college president in the

world. She held the position until her health failed in 1881.

The educational world has lost one of its brightest ornaments of former years by the death of Miss Howard. Although she had lived long enough to see great advances made in the provision for woman's education, in fact, to see them placed on a full equality with the other sex in this respect, in Massachusetts at least, it was her distinction, worn with great modesty and humility, to be one of the

factors in the uplifting movement which brought all this about.

When the late Henry Fowle Durant established that splendid monument to his philanthropy, Wellesley College, he felt that he had accomplished the coronation of his work when he secured Miss Howard as its first president and his co-worker in putting the college in the front rank of educational service.

Mr. Durant said, "I have been four years looking for a president. She will be a target to be shot at, and for the present the position will be one of severe trials. I have for sometime been closely investigating Miss Howard. I look upon her as appointed to this work, not by the trustees, but by God, for whom the college was built."

Miss Howard wisely furthered the plans of the founders, and held the position with great Christian devotion and dignity till health failed in 1881. In appreciation of her life at Wellesley, in 1890, the alumnæ placed in the college a portrait of their first president. In her honor a scholarship was given Wellesley College, called the Ada L. Howard scholarship, the beneficiary to be appointed by her.

* * *

William C. Simmons, formerly professor of Greek in the University of Vermont, died at the Presbyterian Hospital in New York on March 25th. He was born at Wareham, Mass., in 1841, and was graduated from Harvard in the class of 1868. After year as a university proctor, he was sub-master of the Boston Latin School. Then he went to Vermont, and after leaving there he was master in Berkeley School, New York City, 1880 to 1899, and associate Headmaster of Syms School from 1899 to the time of his death.

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Professor John Krom Rees, who held the chair of astronomy in Columbia University for twenty-two years and was director of the observatory at that institution, died on March 10th at Summit, N. J. He was 51 years old and the youngest of the first group of professors to benefit by the Carnegie retirement pension fund for teachers.

Since his graduation from Columbia in 1872, except for five years, during which he was in Washington University, in St. Louis, Professor Rees constantly held a teaching position in Columbia. He was the first fellow in science appointed there. Afterward he became an instructor, and in 1885 he was named head of the department of astronomy as Rutherford professor upon him.

In recognition of his work in astronomy he was elected a fellow of the Royal Astronomical Society of London and a member of the *Astronomische-Gesellschaft* of Leipsic. When representing the United States as a juror in the Paris Exposition in 1900 he was made a chevalier of the Legion of Honor by the French government.

Professor Rees had been president of the New York Academy of Science, vice president of the American Mathematical Society, general secretary of the American Association for the Advancement of Science and secretary of the American Metrological Society. He was born in New York, 1851.

* * *

John C. Flint, founder and president of the Dixon College and Normal School, Dixon, Ill., died on March 17th, of pneumonia. He was about seventy-five years of age and has resided in Dixon since 1875, at which time he founded the Dixon College.

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Professor Don Q. Abbott of the University of Georgia, died on March 25th in Baltimore, after a long illness, from nervous prostration.

* * *

Professor Peter Lafayette Acton, professor of mathematics at Birmingham College, Birmingham, Ala., died on March 3rd, of an attack of the grip. Professor Acton had occupied the chair of mathematics ever since the establishment of the college eight years ago. He was forty years of age.

* * *

Dr. Daniel J. Sanders, of Biddle University, a Presbyterian school for colored students at Charlotte, N. C., died on March 6th.

CATECHISM OF A SCIENTIST

Sir Oliver J. Lodge, LL.D., F.R.S., principal of the University of Birmingham, has issued the text of a catechism, which is designed for the use of teachers interested in the education of the young. The object sought after is the harmonizing of religion and the theories of evolution. The text of the catechism has been cabled to the *New York Sun*. In the preface Sir Oliver says:

"From the viewpoint of a teacher and a trainer of teachers the following clauses have been drafted by me as affording a partially scientific basis for future religious education:

"Question—What are you?

"Answer—A being, alive, conscious upon this earth, my ancestors having ascended by gradual processes from the lower forms of animal life and with struggle and suffering become man.

"Question—What then is meant by the fall of man?

"Answer—At a certain stage of development man became conscious of the difference between right and wrong so that thereafter when his actions fell below a normal standard of conduct he felt ashamed and sinful. Nevertheless the possibility of the fall marks a rise in the scale of existence, as creatures below this level are irresponsible, feel no shame, suffer no remorse and are said to have no conscience.

"Question—What is the distinctive character of manhood?

"Answer—That he has responsibility for his acts, having acquired the power of choosing between good and evil with freedom to obey one motive rather than another.

"Question—What is the duty of man?

"Answer—To assist his fellows, to develop his own higher self, to strive toward good in every way open to his powers, and generally to seek to know the laws of nature and obey the will of God, in whose service alone can be found that harmonious exercise of the faculties

which is synonymous with perfect freedom.

"Question—What is meant by good and evil?

"Answer—Good is that which promotes development and is in harmony with the will of God. It is akin to health, beauty, and happiness. Evil is that which retards and frustrates development and injures some part of the universe and is akin to disease, ugliness and misery.

"Question—How does a man know good from evil?

"Answer—His own nature, when uncorrupted is sufficiently in tune with the universe to enable him to be well aware of what is pleasing and displeasing to the guiding spirit of which he himself should be a real, effective portion.

"Question—"How comes it that evil exists?

"Answer—Acts and thoughts are evil when they are below the normal standard attained by humanity. The possibility of evil is a necessary consequence of the rise in the scale of moral existence, just as an organism whose normal temperature is far above absolute zero is necessarily liable to a damaging, deadly cold, but the cold is not in itself a positive or created thing.

"Question—What is sin?

"Answer—Sin is the deliberate, willful act of a free agent who sees better but chooses worse and thereby acts injuriously to himself and others. The root of sin is selfishness, whereby needless trouble and pain are inflicted on others. It is akin to moral suicide.

"Question—Are there beings lower in the scale of existence than man?

"Answer—Multitudes. In every part of the earth where life is possible we find it developed. Life exists in every variety of animal, in the earth, the air and the sea, and in every species of plants.

"Question—Are there beings higher in the scale of existence than man?

"Answer—Man is the highest of the dwellers of the planet Earth, but the earth is only one of many planets warmed by the sun. The sun is only one of a myriad of similar suns which are so distant that we hardly see them, and group indiscriminately as stars. We may be sure that in some of the innumerable worlds circulating about distant suns there must be beings far higher in the scale of existence than ourselves. Indeed we have no knowledge which enables us to assert the absence of intelligence anywhere.

"Question—What caused and what maintains existence?

"Answer—Of our own knowledge we are unable to realize the meaning of its origination and maintenance. All we can accomplish in the physical world is to move things about by means of our bodily organism and then leave them to act on each other. But we conceive that there must be some intelligence supreme over the whole process of evolution or else things could not be as organized and as beautiful as they are.

"Question—Is man helped in the struggle upward?

"Answer—Man did not bring himself into existence nor can he unaided maintain his existence or achieve anything whatever. There is certainly a power in the universe vastly beyond our comprehension. We trust and believe it to be a good, loving power, able and willing to help us and all creatures, to guide us wisely without detriment to our incipient freedom. This loving kindness surrounds us every moment. In it we live and have our real being. It is the mainspring of love, joy, and beauty. We call it the grace of God. It sustains and enriches all worlds. It may take a multiplicity of forms, but its essence and higher meaning is especially revealed to the dwellers on the earth in the form of the divinely human, perfect life of Jesus Christ, through whose spirit and living influence man may hope to rise to heights at present inaccessible.

"Question—How may we become informed of things too high for our own knowledge?

"Answer—We should strive to learn

from the great teachers, prophets, poets, and saints of the human race whose writings have been opened to us by education. Especially should we learn how to interpret and understand the Bible, which the nation holds in such high honor.

"Question—What then do you reverently believe can be deduced from a study of the records and traditions of the past in the light of the present?

"Answer—I believe in one infinite, eternal Being, a guiding, loving Father, in whom all things consist. I believe the divine nature is especially revealed to man in Jesus Christ, who lived, taught, and suffered in Palestine 1,900 years ago and has since been worshiped by the Christian Church as the immortal Son of God and Saviour of the world. I believe the Holy Spirit is ever ready to help us along the way to goodness and truth, that prayer is the means of the communion of man and God and it is our privilege by faithful service to enter life eternal, the communion of saints and the peace of God.

"Question—What do you mean by life eternal?

"Answer—Whereas our terrestrial existence is temporary, real existence continues without ceasing in either higher or lower form according to our use of the opportunities and means of grace and that the fullness of life which is ultimately attainable represents a state of perfection at present inconceivable to us.

"Question—What is the significance of the communion of saints?

"Answer—Higher and holier beings must possess in fuller fruition those privileges of communion which are already foreshadowed by our own faculties, language, sympathy and mutual aid, and just as we find our power of friendly help not altogether limited to our own order of being so I conceive the existence of a mighty fellowship of love service.

"Question—What do you understand by prayer?

"Answer—That when our spirits are attuned to the spirit of righteousness our hopes and aspirations exert an influence far beyond their conscious range and in

the true sense bring us into communion with our Heavenly Father. This power of filial petition is called prayer. We are encouraged to ask for anything we need. As children we ask our parents in a spirit of trust and submission and we may strengthen our faith in the efficacy of prayer by pleading the example and merits of the Lord Jesus and rehearse the prayer taught by Christ—'Our Father, who art in Heaven.'

"Question—What is meant by the kingdom of Heaven?"

"Answer—The kingdom of Heaven is the most essential feature of Christianity. It signifies the harmonious condition or state in which the divine will is perfectly obeyed. It represents the highest state of existence, individual and social, which we can conceive. Our whole efforts should directly and indirectly make ready its way in our hearts and our lives and in the lives of others. It is the ideal state of society toward which reformers are striving. It is the ideal of conscious existence toward said aim."

EDUCATIONAL NEWS IN BRIEF

It has been announced in New York that the suggestion to send 500 or 1,000 American teachers next year to study the educational system of Great Britain had met with such a response that it is practically certain now the pilgrimage will be made. It is understood that Alfred Moseley, the English educator who has been studying the schools of this country, will make the same arrangements for the trip to England and return as he did for his own teachers coming this way—a rate of \$25 for the round trip. Dr. Nicholas Murray Butler, president of Columbia University, and City Superintendent Maxwell of the New York city schools, are a committee to arrange the American end.

* * *

The fiftieth anniversary convention of the National Educational Association will be held at Los Angeles, California, July 8-12, 1907. It has been generally understood that the association would hold this anniversary meeting in Philadelphia, in which city it was organized in 1857. The refusal of the railroads running into that city to make the usual terms and to provide for the collection of the membership fee forced the meeting to go elsewhere. The educational authorities of Los Angeles are organizing to make this a memorable convention.

Teachers College, Columbia University, has just published a report on the free public school system of France, with special reference to the training of teachers. The State system of education, through which every school officer and teacher is a Government official, is shown to be suggestive in organization and administration, but only partly adapted and efficient for the American ideal of education for the individual. The two normal schools in each of the ninety French departments, and the two higher normal schools which train teachers for the others are described in detail, with their rigid examinations for entrance, the stipends paid to pupils, the curriculums, practice schools, certificates and the methods of appointing to positions, paying, promoting and pensioning their graduates. In general, from the American point of view, the system shows defects in both the academic and practical training of teachers; but after this training is completed it gives the teacher a status and a security more satisfactory than with us. The memoranda is the work of Dr. F. E. Farrington, now assistant professor of education at the university of California, and summarizes the results of a study of the literature of the subject while a fellow at Teachers College, and of personal investigations in France while international fellow at Columbia.

Eight hundred men teachers and principals, representing all the male teachers' and principals' organizations in New York City, Saturday passed resolutions in protest against the passage by the Legislature of the McCarren and Conklin bills which provide that women teachers shall receive pay equal to the men. One resolution adopted declared that "the bills seek to bring about a radical departure in the educational, social and economic policy of New York State by establishing a wage law not recognized in the administration of any other department of the State or municipal government today; namely, that the salary of any woman shall not be less than that of a man occupying a corresponding position and rank. The bills seek by executive action to complete the feminization of our schools, already deplored by thoughtful observers. The present efficiency of the schools of this city can only be maintained and increased by making such an adjustment of salaries as will provide fair increases in salaries for teachers of all classes, men and women alike, which increases should be commensurate with the increase in the cost of living in this city."

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The annual report of the Columbia University Press shows the corporation to be in the thirteenth year of its existence. In the twelve years of its activity, the press has sold a total of 20,737 volumes, representing sixty-five publications. An announcement is made of no less than nineteen forthcoming volumes, which are to appear in the course of the next two years. Of these, ten are to be lecture courses delivered at the university. The current series of lectures on "Party Government in the United States," by Dr. Woodrow Wilson, president of Princeton University, will be published in book form, as well as next year's courses under the Blumenthal foundation, which are to be delivered by Representative Samuel W. McCall of Massachusetts, and Prof. Jeremiah W. Jenks of Cornell. "Law and Its Relation to History," a course of lectures delivered at the university in 1904, by James Bryce, British ambassador to the United States, is also among the forth-

coming volumes. Another important publication to be issued is entitled "The Republics of South America and Their Contribution to Culture," which will consist of a series of lectures by Dr. William R. Shepherd, based upon the results of a journey to the countries of South America, which he will take this summer.

* * *

Announcement is made that a graduate school of agriculture will be conducted at Cornell during the summer of 1908. This school is managed by the Association of American agricultural colleges and experiment stations, sessions being held every other year. One was held at the Ohio State University in 1904, and another at the University of Illinois in 1906. In this way the association gives opportunity for advanced scientific training supplementary to the courses offered at the agricultural colleges.

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One hundred and twenty more American teachers will be needed in the Philippines for the next school year. Advances to this effect were received at the bureau of insular affairs from the board of education in the Philippines. The director of education, who has just reached the United States from Manila, will devote much of his time to the work of selecting these teachers. Fifty of them will be appointed at entrance salaries of \$1,200 a year and the remainder at somewhat smaller salaries.

The duties of these teachers are to a great extent supervisory, and it has been found that education and character counts even more than former experience in teaching. Appointees to the position will be selected from those passing the civil service examinations and will go to the islands under a two-year contract, although a majority of those going over in previous years have remained in the service for a long time.

* * *

To broaden the minds of both students and professors in American colleges, Prof. Rudolf Tombo, Jr., registrar of Columbia University, has a plan, modeled on a similar one now in practice in Germany. He expects to lay his plan

before the next assemblage of the American universities.

"The education of the average college student lacks broadness," says Prof. Tombo. "Both undergraduates and professors are confined to the limits of their own institutions of learning. It is the duty of instructors to impart to students not only book knowledge but the learning that comes only through experience.

"Professors who spend their lives shut up in one college amid the same surroundings, do not acquire a large grasp on life and methods in other communities. Not having this wide range of experience, they are unable to impart it to the students. The result is that the education of the young men in our universities lacks range. I know of but one way to correct this evil. Let professors and instructors circulate between colleges."

The professor thinks that one year is enough for a teacher to spend in one college at a time, and that by the time he has gone the rounds of the colleges and gets back to his starting point he will be much more competent to fulfill his duties.

* * *

Lord Curzon of Kedleston, ex-viceroy of India, was elected chancellor of Oxford University by 1,111 votes against 430 cast for Lord Roseberry. Hitherto in the history of the university chancellors had always been chosen without a contest. Although much influential pressure was exerted to persuade Lord Roseberry to accept the nomination there was some adverse criticism of his acceptance in the face of the almost certain election of Lord Curzon, who is a conservative.

* * *

All high schools in the state of Wisconsin including those that give no work in foreign languages, will be accredited by the State university hereafter. The only requirement is that the course of study be equal to that recommended for a four years' high school curriculum by the state superintendent of public instruction. The graduates of such an improved school will be received by the university without examination on the

presentation of a certificate showing the satisfactory completion of fourteen required unit courses, and containing the recommendation of the principal. Manual training will hereafter be accredited as one unit toward entrance, and the students will be permitted to present one unit of optional study.

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In New York City, according to the recent school census, there are living 953,485 persons between the ages of four years and eighteen. In 1850 the total population of the district now included in the consolidated city was but 696,000, and in 1860 the figures had barely passed the million mark. Of the boys and girls who have just been counted, 688,427 attend the public schools of the city—more than the entire population of Boston or of St. Louis. There is not room enough for them. At least 70,000 of them suffer because of the lack of space, hours and attention due to the "part-time" makeshift.

* * *

A distinct novelty in school teaching is reported from a certain town in North Dakota. When the weather is severe, the teacher goes to the telephone and calls up the home of each pupil, notifying him that the school house will not be opened that day, and announcing that studies will begin, where there are several pupils in one home, extra receivers having been provided.

* * *

A law has been enacted in South Dakota to provide funds for the support of the educational institutions of the state, requiring the levy of a tax of one mill on the dollar on all taxable property, and this fund is to be divided among the state institutions in the following proportions, adopting one dollar as the unit, the Aberdeen Normal will receive 12 cents; Brookings College 17 cents; Madison Normal, 13 cents; Spearfish Normal, 13; School of Mines, 11; Springfield, 6; and the State University, Vermillion, 28 cents. It is expected that this method will be of decided advantage to the state schools because it will relieve them from

all dependence upon political parties or bosses, and the disreputable and disagreeable work of lobbying for appropriations, and at the same time will give them a definite idea of the amount of money to be forthcoming to meet their expenses.

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It is claimed, with apparent correctness, that Emporia, Kansas, enjoys the distinction of having a larger percentage of boys in its high school than any other high school in the United States. An educational journal recently published a statement from Tacoma, Washington, in which it was claimed that that school had the largest per cent of any school in the United States. It backed up this statement by saying that the per cent was 32. Emporia high school has 247 pupils, and of this number 106 are boys. The per cent is therefore 42.9 per cent. This gives Emporia a lead of 10.9 per cent.

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The Assiut Training college at Assiut, Egypt, has now outgrown its accommodations, and proposes to establish a new plant, on a more spacious and favorable location. The land has been bought, and a fine location secured, outside the city, adjoining the water works connected with the Assiut dam across the Nile. The authorities are planning for the erection of buildings. An American architect has been sent out to draft plans, which are to follow for expansion in future, as funds become available, the present supply only permitting the erection of a few buildings. One very urgent need is a building for social and religious purposes, embodying something of the features of the Y. M. C. A. reading room, and literary club ideas.

This institution has a very wide influence in Egypt, and a national educational opportunity which it is seeking to improve. It has strong commendations from Lord Cromer, Mr. Penfield, the

late consul-general of the United States, the deputy post-master general, the inspector of the Egyptian telegraph service and the Egyptian governor of the province of Assiut. These testimonials indicate the entire local approval of the work and the vast influences of the college.

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The education of women has been making notable progress in Italy. That country has nearly 20,000 girls in training schools fitting themselves as teachers, 3,577 in technical schools, 1,283 in gymnasiums and 304 in higher schools.

Many young women are teaching chemistry, history, physics, geography, literature, and even mathematics, in universities.

This advance has been made only in the last thirty years. Prior to 1877 no woman had been graduated from any Italian university. In that year three girls obtained diplomas. In 1893 there were fifteen girls, and in 1900 the number was fifty-two.

There were 24,335 girls attending public schools in Italy in 1900, and 95,404 were being educated in colleges and convents. Girls were admitted to the Italian public schools on an equality with boys.

* * *

A representative of the Prussian minister of education addressing the appropriations committee of the Prussian Diet, announced that the ministry intended to see if any arrangement could be made with the school authorities in the United States for an exchange of language teachers, some Germans being assigned to teach German in American schools and Americans detailed by the school boards to teach English in German schools. Such an exchange, the speaker added, had been found to work admirably with France, but the plan had not been so successful in the case of Great Britain.

AROUND THE CAMPUS

The Associated Harvard Clubs will hold their annual meeting for this year at Detroit on May 31 and June. The meeting gives promise of being one of the largest and most successful in the history of the association. The whole of the first day of the meeting and the forenoon of the second day will be given up to the official business sessions. A smoker will be held on the evening of May 31 and in the afternoon of June the whole body of delegates will go for an excursion on the Detroit River as the guests of the Michigan Harvard Club. The annual dinner will be given in the evening at the Hotel Cadillac. President Eliot will represent the university, and other prominent Harvard men will attend from Cambridge and all parts of the country. Boston and New York will each send large delegations, and delegates will be sent from Canada for the first time. The Toronto Harvard Club has just been made a constituent member of the association. The Harvard Clubs of Syracuse and of California will be represented for the first time, as will several other clubs which are now joining the association.

* * *

The formal celebration at Cornell University of the hundredth anniversary of the birth of Ezra Cornell, postponed from Jan. 11, will be held on Friday and Saturday, April 26 and 27. It will be a purely domestic observance, no invitations being sent to other institutions. As the university has no adequate auditorium, the exercises will take place in a tent on the campus. The celebration proper is arranged for Friday. Andrew Carnegie, representing the trustees, will make the principal address, on the life and work of Mr. Cornell. Other speakers will be ex-President White for the faculty, Senator Foraker, '69, and David Starr Jordan, '72, president of Stanford University, for the alumni, and W. W. Taylor, president of the senior class, for

the undergraduates. The students will have a parade.

* * *

Chicago University has conceived a new idea of keeping her past athletic heroes before the minds of the student body. The pictures of the various athletic teams have been placed in series in the locker room of the "gym." These pictures have the names of each player, in addition to date and record of the team.

* * *

Statistics prepared by the registrar of Columbia show that there are at the university representatives of thirty foreign countries. Canada comes first with 31 men, but Japan is not far behind with 24. Germany has 12, Great Britain 11, China 10, France 8, Cuba 7, Mexico 6, Russia 6, Chili, India, and the Transvaal 3 each, Argentine Republic, Australia, Austria-Hungary, Colombia, Italy, Spain, Sweden and Turkey 2 each, Belgium, Brazil, Holland, Natal, New Zealand, Nicaragua, Persia, Peru, Switzerland, and the West Indies 1 each.

* * *

Complete reports on the recent mid-year examinations of Princeton University indicate a considerable improvement in scholarship. Under the rule requiring a student to be dropped if he accumulates conditions in subjects aggregating more than one-half of his schedule, fifty-eight undergraduates failed at midyear, which is less by thirteen than the number dropped at the same period last year and the year before.

* * *

Memorial Hall at Harvard now has about 990 men who eat there regularly. This is a little below the capacity of the hall, which is about 1200. The tables will accommodate 850 at one seating.

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The sixtieth anniversary of the founding of the College of the City of New

York will be celebrated on Tuesday, May 7. At a meeting of the student council President Finley expressed the hope that there would be an unusual programme to mark the occasion, and it was suggested that the college hold a Marathon race from the old college on Twenty-third street to the new buildings on Washington Heights.

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The Harvard faculty of arts and sciences has announced thirty-five new courses to be added to or substituted for some of the elective courses announced last year. Eighteen of the present courses will be withdrawn. The most important changes are in the courses dealing with periods of English literature. These have nearly all been withdrawn and new ones substituted. There will be special half-courses on different authors, such as Scott, Carlyle, and Tennyson, who have previously been considered in connection with one of the half-century courses. The new courses are intended to deal particularly with the development of new forms in English literature. Several changes are announced in the Greek, German, French, history, mathematics, and other courses.

* * *

The founder of the Harriet Otic Cruft travelling fellowship at Meadville Theological School, Meadville, Pa., has increased the original endowment from \$14,000 to \$18,000. The fellowship, now yielding an income of \$800, is open to unmarried graduates of at least two-years' connection with the school, and is tenable at some foreign university, and so offers a rare opportunity for those graduates of the school who desire to continue their studies abroad. The first holder of the fellowship is J. A. C. F. Auer, who is now studying at the University of Berlin.

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The college of literature and arts, University of Illinois, has added to its courses of training for business a course in railway administration. Special attention is given to corporate and financial organization, economic location and traffic management, including rate-making, and to railway accounting and auditing. To carry on the work and to further in

general the interests of the new courses the university authorities have created a school of railway engineering and administration, under whose direction the four following courses are offered: In railway civil engineering, in railway electrical engineering, in railway mechanical engineering, in railway administration.

* * *

The one hundred and fifty candidates for advanced degrees taking a major subject in education in Teachers' College, New York, have chosen minor subjects in seventeen other departments of the university, the favorites being English, philosophy, sociology and psychology, in the order named. The major subjects of students who are taking education as a minor are distributed among twelve departments, those having the largest numbers being also English, philosophy and sociology. Education continues to be the most popular subject of graduate study in the university, the departments most nearly approaching being economics and sociology (114), English (106) and philosophy (156). It continues to be second in popularity as a minor subject, being exceeded by economics and followed by history, philosophy and psychology in the same order as hitherto.

* * *

Interest is centered at present in the effort to raise a \$400,000 fund to provide a site for the principal buildings of George Washington University. This sum is to be collected from the immediate neighborhood. Later an appeal will be taken to the whole country. The students have organized a committee to aid in the campaign. More than \$100,000 has already been collected.

* * *

The Philadelphia committee of the Bryn Mawr alumnae endowment fund, which is endeavoring to complete the first \$100,000 raised toward the desired permanent endowment fund of \$1,000,000, held a concert recently and netted a considerable sum. About \$85,000 has already been subscribed and the Baldwin Locomotive Works has promised to add \$5,000 to complete each \$100,000 as raised.

The Heald prize of \$50 for a new Yale choral song with words, which has been offered repeatedly for several years almost without awards, has been increased to \$300 by added contributions, and a new committee, consisting of Secretary Stokes, Professors Reed and Johnson and W. L. Carter, appointed to adopt conditions for competition.

* * *

After several years of earnest endeavor the undergraduates at Vassar College have raised a fund for the erection of a "maids'" clubhouse. It will cost \$10,000 and will be used exclusively for the use of girls employed in various capacities in the college buildings. The building will contain a social hall, library, reading-room and sitting-rooms, infirmary and bathrooms; also a gymnasium, locker-room, kitchen and laundry.

* * *

Two students at Amherst College have been expelled for giving a burlesque performance of the Thaw trial at a Holyoke theater. The two students, who belonged to the junior class, impersonated Mrs. Harry K. Thaw and District Attorney Jerome. The burlesque was given at an "amateur night" performance at the theater, and was of such a character that the management of the theater quickly put a stop to it. A police officer was summoned, but before he arrived the students had departed. When their identity was learned the story of the affair reached the college authorities and the two men were summarily expelled.

* * *

The danger of a too liberal allowance to students at Yale University is set forth in statistics gathered by Professor William B. Bailey of the department of political economy. He obtained his data from five hundred students and considers that a fair average is reached in attempting to estimate the expenditures of the Yale student and the differences of expenditures between the poor and the rich student. Five groups were made, beginning with the students who spend less than \$500 during their college year, up to those who spend over \$2,000. The average amount spent by students working their way through college is \$292.30. The largest group spend between \$500 and

\$1,000, while but nine spend over \$2,000. The man in the \$500 group spends 6 per cent on clothes, while it is 25 per cent with the man who spends more than \$2,000 a year. The wealthy students are lavish with gifts, spend more on intoxicants than on tobacco and liberally patronize the theaters. Statistics show that the pipe is the favorite with the Yale smoker, and that for every dollar spent by the poorest students the wealthiest spend \$8.48. By a table of percentages the wealthiest students are shown to spend eighteen times as much on pleasure and eighty-two times as much on tobacco and intoxicants as the poorest students.

* * *

At the University of Minnesota the upper classmen are thinking of having another rush at which they will charge admission in order to pay for the property damaged at a previous class fight.

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Yale has a new monthly magazine. Its purpose is to solicit from members of all departments any and every good thing it can in the way of current literature and current discussion. It is published on a business basis and has adopted a liberal editorial policy of paying undergraduates for contributions.

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H. L. Smith, chairman of the department of mines and metallurgy, suggests that Harvard purchase a small mine at some point in Massachusetts and equip it for use in connection with mining instruction. At present there is no supervision of students while they are engaged in practical mining work, which is part of the regular course. By acquiring a mine and equipping it for this especial purpose it is believed that the efficiency of the department would be greatly augmented. It is suggested that one of the abandoned mines in Massachusetts could be procured at comparatively small cost.

* * *

A summer school for teachers will be held this year at Massachusetts Agricultural College, beginning July 8 and running for four weeks. This is in line with the recommendation of the State industrial commission and in accordance with recent acts of the legislature. At this

school the effort will be to help grade teachers, especially in the lines of school gardening, home gardening, plant life, bird life and general nature study, to which purposes the splendid plant of the agricultural college at Amherst is especially adapted.

* * *

A Boston firm of laundrymen has established a fellowship in chemistry at the University of Kansas to be devoted to the study of methods of saving clothing in the laundering process. At the end of two years the fellow in this department must write a monograph on the subject of laundering and give it to the public.

* * *

An informal committee of Yale graduates, all practicing lawyers in New York City, has formulated and set on foot a plan to assist graduates of Yale to obtain suitable places in New York law offices. The committee proposes to send notices of its plans to all Yale men practicing law in New York, inviting them to co-operate.

* * *

Brown University reports the presence of twenty-five captains of "prep school" baseball nines in its freshman class. Such a "swollen fortune" seems slightly too big to be the gift of mere luck.

* * *

Chicago graduates of Yale University are made the subject of the following little notice in the *Yale Record*:

"The Chicago Yale Club is looking for a motto, and it has been suggested that as the city motto is 'I will,' it would be very appropriate if the Yale Club would adopt as theirs 'I don't care if I do.'"

* * *

In the museum of natural history of Vassar College much work is being done in rearranging and remarking the collections. A special collection illustrating all species of birds found in the southeastern part of New York State has been arranged in the interest of the members of the college who wish to study the local birds. The collection includes both sexes, and in many cases nests and eggs. By special permission members of the Wake Robin Club are enabled to take birds from the museum for private study.

Yale has a reorganized curriculum for the divinity school. The changes are extremely important. Out of three groups of studies, any one of the groups leading up to the degree in divinity, two will not require Hebrew. The curriculum is to be expanded so as to touch every department, and the school is thus made more fully a university institution, where heretofore it has touched only one or two departments. A special feature will be the relation of the institution to the scientific school and, through it, the grafting of natural science by direct study on the theological course.

* * *

Ambitious to steer the freshman eight-oar crew of Syracuse University on the waters of the Hudson river at the Poughkeepsie regatta in June, P. N. Henry Sze, a full-blooded Chinaman, is training with the freshman squad and making a strong bid for the position of coxswain.

* * *

Charles M. Schwab's offer to three thousand boys to come to his Bethlehem Steel Works prepared to learn and become experts in the steel and iron trade in all its details has been accepted by more than two hundred boys to date. These range in age from sixteen to twenty-one. Fifty-two per cent of the new apprentices are of German descent, 25 per cent are of Irish descent and 20 per cent are strictly Americans. Three per cent of the boys are Polish.

Many of the newcomers are high school graduates or hail from manual training schools. Nearly all the boys show an aptitude for handling machinery which astonishes the heads of departments to which they have been assigned. Not more than 5 per cent of the total number of those who applied failed in their tasks and decided to quit.

A majority of those who responded came from the Lehigh valley. In this district there are thousands of skilled iron workers. In the Schwab offering they saw a chance for their sons to learn the business and become more than mere mechanics. Others came from Virginia, Ohio, Michigan and even from Florida. It is regarded as remarkable that none of the boys came from Pittsburg, but the be-

lief is that every boy in that section is pretty busy in the steel mills.

* * *

Announcement is made that a graduate school of agriculture will be conducted at Cornell during the summer of 1908. This school is managed by the Association of American Agricultural Colleges and Experiment Stations, sessions being held every other year. One was held at the Ohio State University in 1904, and another at the University of Illinois in 1906. In this way the association gives opportunity for advanced scientific training supplementary to the courses offered at the agricultural colleges.

* * *

The demand for new dormitories at Yale is shown strikingly by the applications for rooms in the new Vanderbilt Hall of the scientific school, which already number enough to fill another dormitory. Out of 895 students in the school considerably less than one-half can be lodged in its dormitories and society buildings. A policy of the school authorities likely ere long to be adopted is the enlargement of the dormitory life for freshmen whose outside environment has recently been shown by the troubles in "freshman row," the private dormitories on Temple Street.

In the academic department the same problem presents itself in both the freshman and sophomore classes, and at some points in a more aggravated form. Talks with the college authorities indicate that the matter has reached a juncture where the erection of one or two new academic dormitories by college funds is under more serious discussion. Obstacles are the high price of building and the fact, not generally known, that, excepting Pierson Hall, the dormitories built by college funds have not been profitable investments, even with no definite allowance for depreciation of the plant. Pierson Hall, occupied by freshmen and cheapest of the dormitories, brings by far the best returns, about 11 per cent.

* * *

Dean Johnson of the New York University School of Commerce, Accounts and Finance announces a new course in practical salesmanship. The sessions will be held from 7 to 9 o'clock every Satur-

day evening and from 8 to 10 o'clock every Thursday evening during March and April. The instruction will be given, according to the circular used by the university, "by business men who have had years of experience and who are daily engaged in practically applying the principles taught." The course is open to any persons, twenty-one years of age or over, who can satisfy the officials of the school that they are competent to carry the work.

Some of the topics to be discussed in the course are: Personality, vocabulary-building, character-reading, business logic, argumentation, modes of demonstrating, written salesmanship, mail-order salesmanship, form paragraphs, follow-up letters, laws governing sales, verbal and written contracts, statute of frauds, selling organizations, methods of distribution, training salesmen, flying squadrons, methods of making collections, securing and keeping business, selling policies, selling campaigns, branch offices, general agents, factory retail stores, new and practical selling plans.

The university circular insists upon the thorough practical character of the course and declares that "its one aim is to give the student greater money-making, business-building, result-producing ability." It is stated that a large number of employers have agreed to employ every recommended graduate of this course and many employers have promised promotions and increased salaries conditioned upon its successful completion.

The teaching of salesmanship is something new in university work, though it has been attempted by some of the correspondence schools. Whether the experiment will be successful can not be finally determined as yet. Dean Johnson, however, expresses himself as confident that the plan of instruction to be followed in the School of Commerce, Accounts and Finance will result in increasing at once the practical business-getting efficiency of the students.

* * *

A bill providing for the necessary amendment to the charter of Tufts College so as to provide for the alumni election of trustees according to the scheme which was adopted by the board of trus-

tees recently has been introduced into the legislature.

* * *

The new catalogue of Trinity College just issued shows 185 registered students, representing 23 states and countries. There are 24 on the faculty. The distribution by states of the students follows: Connecticut 91, New York 30, Massachusetts 12, Pennsylvania 8, New Hampshire 7, New Jersey 8, Illinois 4, Rhode Island 3, South Dakota 3, Minnesota 2, Vermont 2, Maryland 2, Ohio, Oklahoma, Colorado, Michigan, Texas, Maine, North Dakota, Nebraska, Newfoundland, Nova Scotia and Canada with one representative each.

* * *

A bust of the late Dr Thurston, director of Sibley College at Cornell University from 1885 to 1903, will be placed in the main Sibley building. This is a memorial presented by the classes of '04, '05, '06 and '07.

* * *

The University of Washington has purchased some new shells and oars and daily practice is now taking place on Puget sound. The first eight-oared regatta ever held on the Pacific coast is to occur on San Francisco bay April 13 between the universities of California and Washington.

* * *

The intercollegiate camera contest, in which Harvard, Pennsylvania, Wisconsin, Michigan, Illinois and Dartmouth will enter exhibits, will be held in April. The judging of the pictures will be done in Philadelphia and afterwards the exhibits will be sent to each competing university so as to make the exhibit as wide and interesting as possible.

* * *

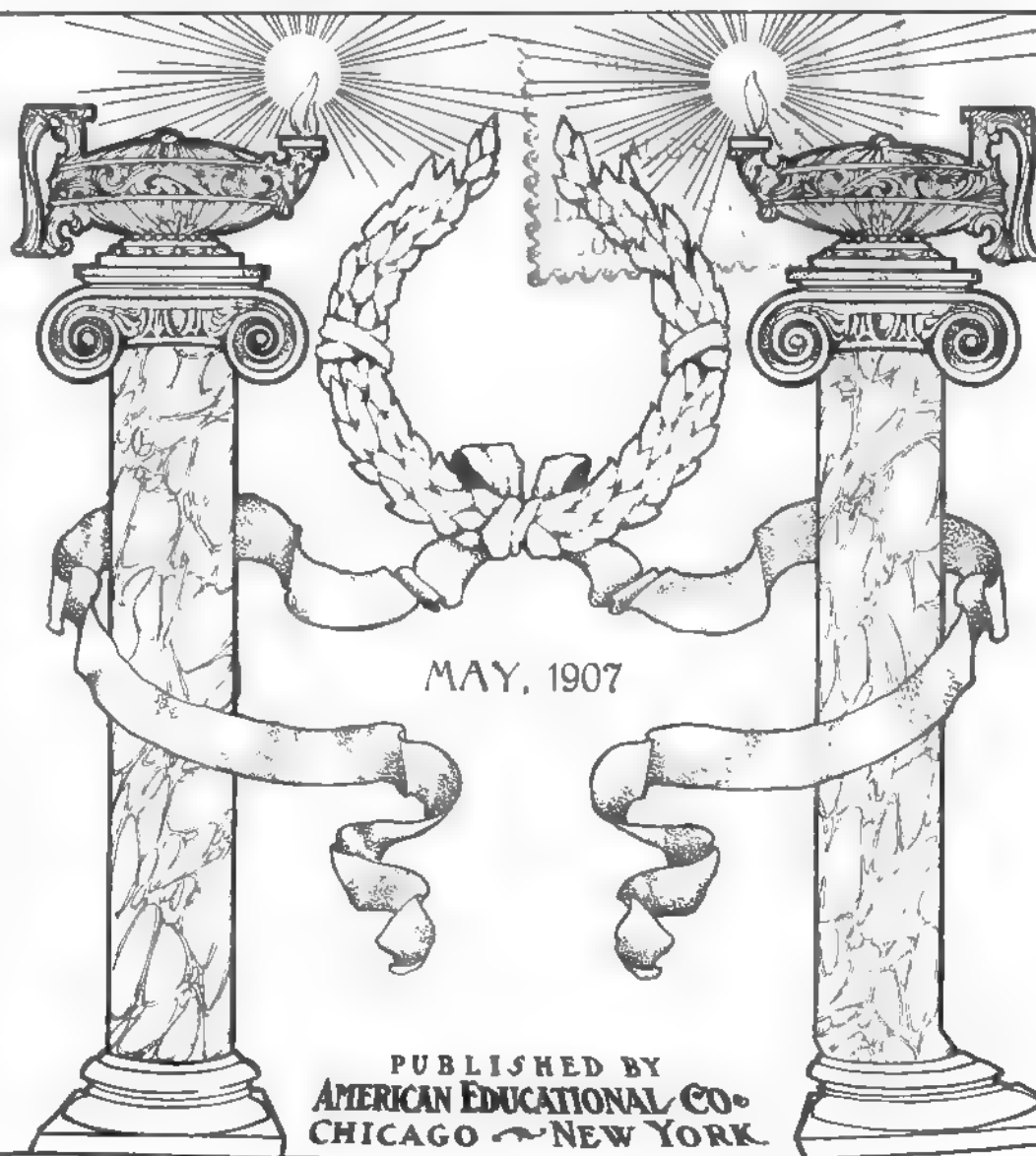
The University of Chicago has a new publication known as the Chicago Alumni Magazine. The magazine is owned by the University of Chicago Alumni Association, and its policies, both editorial and business, are controlled by the association. It will contain each month news of personal interest concerning the alumni and former students. This news is

provided by class secretary-reporters for each class from '62 to the present day. Their number includes many of the more prominent among the recent graduates and some of the best-known professional and business men who were in the university in the early days. The new publication will be used in a certain sense as an organ by the athletic department of the university and will serve not only to keep the alumni and former students in touch with the university's athletic life but to help create sentiment, especially in the middle west, along the lines of athletic reform.

* * *

Through the generosity of the Duke of Loubat two prizes have been established at Columbia University, to be awarded, subject to certain conditions, every five years for the best original work dealing with North America at any period preceding the Declaration of Independence. The value of the first prize will not be less than \$1,000, and of the second prize not less than \$400, and the competition is open to all persons, whether or not citizens of this country. The conditions governing the award are as follows: All works which have appeared between January 1, 1903, and January 1, 1908, which treat of the history, geography or numismatics of North America prior to 1776, or some topic comprised within these general subjects, will be considered; the work must be the result of the researches of a single person; they must be written in English. The prize may be withheld if no work is of sufficient merit to deserve the prize. The work must be placed in the library of Columbia University after the award and five copies are to be given to Columbia for distribution according to the deed of gift of Mr. Loubat. Manuscripts offered in competition for the prize must be typewritten and sent to the committee which has charge of the competition before October 1, 1907. This committee is made up of the following-named men: W. M. Sloane, Seth Low professor of history in Columbia University; A. M. Huntington, president of the Hispanic Society of America; P. Van Dyke, professor of history in Princeton University.

THE AMERICAN EDUCATIONAL REVIEW



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(Signed) WM. P. MCKEE, Dean.

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Mt. Carroll, Ill., Jan. 22, 1907.

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American Educational Review

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THE MONTH'S REVIEW

What Educational People are Doing and Saying

As a result of the establishment of the Carnegie Foundation for the Advance-

A Proper Classification of Colleges.

ment of Teaching, there has been more careful and intelligent scrutiny of education-

al conditions in the colleges of the country than had ever before been attempted. We are at last in a fair way to know both the actual status of the so-called higher education, and to ascertain which of the multitude of "colleges" and "universities" are what they pretend to be. At the very beginning, the trustees of the fund were brought face to face with the question what should constitute a college in America, in order to bring it within the range of their proposed influence. To make their list of "accepted institutions" they have had to consider all from the point of view of educational standard, as well as of denominational or State control. The working standard set up defines the requirements for admission, the scope and length of the curriculum, and the minimum equipment of professors to constitute a "college" within the intention of the Foundation.

Similarly, the General Education Board has had to examine carefully the conditions of college education. With its increased endowment it will have still further to extend these investigations. It will be essential, in this case also, to fix a standard of educational purpose to which both existing institutions and those to be created shall conform. Both of these foundations will thus tend to the defining more accurately than has been done the place and purpose of the college in the American system of education, and of letting in the light upon the manner in which that purpose is carried out. And

there is apparently need of better knowledge of the hap-hazard conditions that still prevail in the "colleges" and "universities" scattered broadly over the United States. The name signifies nothing, for, as the Carnegie report says, "it is not uncommon to find flourishing high schools which bear one or the other of these titles."

The administrative boards of the two funds plainly have it in their power to help determine fundamentally what shall constitute the college in America. It is within their province to insist, for their purposes upon certain definite requirements for admission, a curriculum leading in certain definite directions, and an adequate organization and equipment. Wholly aside from the question whether this or that institution is to benefit by one or the other of these funds, this is an opportunity that has not been before presented for the college to assert itself for what it really is.

The larger institutions may need no such stimulus. The smaller institutions of the country, however, frequently do need precisely such a spur to higher purpose and result. To many of them, too, the assistance of the General Education Board will come to raise them out of ruts into which they may have sunk through no fault save that of environment. The educational mission of the land, so far as the higher education is concerned, is largely in the hands of the small colleges, and not the great universities. The latter, from the very nature of the case, appeal directly to the few, and are destined to be few; while the former are many, and in the future are certain to be more. To make a college education widely available means the

presence of a large number of colleges scattered throughout the country. It does not matter that these many colleges are small, so long as they do actual college work. The lack of the lavish, and often bewildering, opportunity for selection in the choice of subjects presented by the universities with their unwieldy classes, is partly offset by the more definite character and clearer-cut purpose of the narrower range of courses offered, while the smaller classes mean closer contact with the teacher and with one's fellows.

The small college, to seize its chance and take its proper place in the system of education that is surely coming in the United States, must, nevertheless, be a college in fact. It is not necessary that the colleges shall be all alike, for historical development and specific environment will differentiate them, and it will often be best for them to maintain their characteristic individuality. Their courses of study may vary indefinitely; and whether they favor an elective system, a prescribed system in whole or in part, or a group system will make little difference, provided they have a teaching equipment sufficient to attain their ends. Their admission requirements, however, from Maine to Mexico, should be substantially the same—at any rate in those essentials which mark the beginning of the higher as distinguished from secondary education.

As a matter of fact, the best results have not always been attained at those seats of learning where there has been the largest endowment. When Balliol led all the Oxford colleges, in the matter of scholarship, her fellows were miserably paid, and Jowlett was contributing from his own purse to keep the college alive. Even now, when England is lamenting her educational poverty and is looking with envy at the vast sums devoted to education in this country, her universities are attracting students from every part of the world. We seldom read of magnificent gifts to the smaller fresh water colleges in the United States; but graduates of these institutions hold their own in competition. Perhaps the greatest danger in the tendency to magnify wealth

in a university lies in the example set to the under-graduates. If they see their president making obeisance to rich men, they may lose something of that democratic sentiment which is as essential to academic as to political life and progress.

As the college should not be turned into an athletic club, the members of which have to be scrutinized to determine whether they are amateurs, neither should it be a city of refuge whither the millionaire may run to advertise himself and get a degree to his greater glory, but to further cheapening of academic honors.

* * *

President Hadley's address before the Associated Western Yale Clubs in Cincinnati, compared the President Hadley Eastern colleges with Advocates Endowed the Western colleges Universities. to the disadvantage of the latter, and advocated the endowed universities as opposed to the state schools.

"I am unwilling to say a word of criticism," he said, "against the system of state universities. They are rendering magnificent services to the country. I nevertheless think that if the tendency to localize learning went to an extreme our teaching of science and literature would lose half its benefit." But upon the subject of the state university as compared with the endowed university of the east President Hadley continued:

"The history of our country, in every department of national life, is a story of interaction between the east and the west. The history of collegiate education is no exception to this general rule. Until the early part of the nineteenth century the work of higher education was done by a few colleges in the east. These were with few exceptions sectarian or narrow. The founding of state universities introduced wider views. Virginia began this movement, but it was soon taken up by Michigan and other western states. For more than half of the nineteenth century the state universities of the west stood for a broader conception of university training than that which generally prevailed in the east. They were not always able to realize that con-

ception. Politics interfered in some places, poverty in others. But it was there and it left its mark. As between the sectarian colleges and the state college the latter represented the broader and more progressive ideal.

"But in the last forty years the eastern universities have undergone a great change. They have lessened their denominational ties. They have widened their conception of what a college should do. They have so increased their endowment that they can offer a greater range of subject and appeal to more types of men. They differ from the western institution not so much in the things they teach as in the character and traditions of the student body.

"These endowed universities of the east are national, the state universities of the west are by contrast local. This difference is almost inevitable. State universities are supported by taxation. They form in a large sense part of the public school system. Under these circumstances it is impossible for them to charge large fees to students that come from the state itself. Some take no charge at all. Others, like Michigan, impose a moderate fee. But in no case, I believe, is the charge nearly as high as in the corresponding grade of institutions in the east.

"We do not want the republic of letters to be organized too sharply on state lines. We need to have places where the best men from different parts of the country can see each other and know each other, can toil together and play together, and can form a coherent public sentiment which shall prevent the possibility of that disruption in thought which alone creates the danger of political disruption. This element in our system, this safeguard in our national life, is furnished by a great endowed university like Yale. A university is something more than a group of schools. It is an atmosphere charged with traditions. You cannot create such an institution in a day or a year, no matter how great its endowment and how able its professors. The effect of this atmosphere and this tradition is much needed in America at the present day."

In conclusion President Hadley ap-

pealed to the graduates to wean away the best men of the west from the state universities and start them towards the eastern schools.

"There are enough good western men to go around at the eastern colleges," he said, "and the good men will come to you if, by your influence in the public life, and business life, and professional life of your several centers, you make it clear to the rising generation that it is a mark of distinction and an evidence of power to be known as a man from Yale. It is for us and for you so to shape the ideals of the future that a man who bounds his generosity by municipal lines or by state lines shall be regarded as a man of restricted vision, ignorant as yet of the full glory of our opportunities as citizens of a common country."

* * *

The Springfield *Republican* of a recent date takes up a discussion of the problems of a higher education in America. Dean West on "American Liberal Education." The discussion is based upon a little volume which has recently been published by Scribners entitled "American Liberal Education," written by Dean Andrew Fleming West of Princeton graduate school. The *Republican's* account is in part as follows:

The business of getting an education has complicated itself since the days when the old-fashioned college course was the single road that was supposed to lead everywhere. It was a road, to be sure, which "practical" men did not always approve of; there were others beside Horace Greeley who lumped college students with "horned cattle." Complaint was made of the preponderance of book-learning; practical America gives fuller sanction to the excellent technical institutions which have so greatly developed during the past generation. So far as training can be made practical the graduate of one of these institutions, whether in civil, mechanical or electrical engineering, seems to be soundly equipped, and no fault, it would seem, could be found with such an education on that score. "It is a common criticism that graduates of technical

schools are narrow, and that, while suited for subordinate positions, they are not so well qualified for high administrative positions as college men. The writer believes that, taken broadly, this criticism is unsound; that is to say, he does not believe that the average college man is better fitted for administrative work or is any broader than the average technical graduate. Nevertheless he believes that there is much suggestiveness in the charge, and that the technical schools may profit by considering it." On the other hand we find Dean West criticising the technical schools for doing so little for science: "The technical aspects of the sciences taught have tended more and more to create a demand for strictly technological instruction to the exclusion of the theoretical and nontechnical aspects. It is this cause more than any other which has tended to restrict the energies of schools of science to the production of experts in the various mechanical and chemical arts and industries and has caused them to do so little for the advancement of pure science."

It is not needful here to discuss the soundness of either criticism, so far as it touches the work of our best technical schools. There can be no doubt, however, that there is a very strong tendency in this country toward a kind of practicality the ultimate wisdom of which may be doubted even on the utilitarian side. It manifests itself in a spirit of contempt for studies the wage-earning value of which is not immediately apparent; and it often seriously cripples development. The country is full of stenographers who studied shorthand because it is "practical" and neglected English which is really ten times as practical; of clerks who studied book-keeping and neglected books; of draftsmen who learned young to copy other people's work and will never do any of their own; of half-trained experts of every kind, who have a mechanical dexterity in their own field, but no solid foundation of useless things to build upon. And this short-sighted policy has become a real menace to American education in all grades from the primary to the graduate school.

It is clear that the relations at pres-

ent between the colleges and the professional schools are not quite happy, chiefly because of their unfortunate overlapping of ages and of kinds of work. The author suggests as a solution that all professional schools should exact as an entrance requirement two years of college work. But this is on the face of it irregular and illogical. What is really needed, apparently, in our educational system is a new degree—a degree corresponding somewhat to the French "bachelier." It is such a degree as might naturally come at the time when the education sharply divides—when in all colleges, or almost all, increased opportunities for electives are offered, and studies of a broader character are undertaken. It would be something between a high school diploma and the degree of bachelor of arts—a certificate that the foundations are soundly laid and that the student is equipped for undertaking special studies of whatever character fits his needs. If such a degree became universally established it would become the most important of academic degrees next to that of doctor; which would mark the completion of work, as the new degree would mark the completion of preparation for work. The degree of bachelor is too much or not enough; it does not certify to efficiency, and involves too protracted studies to be required as a starting point for professional studies. There is no reason to fear that the conferring of such a degree would rend the college course in twain; it would merely draw a sharper line between lower and upper class-men, and give a dignity and sense of responsibility to the latter which would not at all be a disadvantage. And those who had taken the lower degree might well, even in college, begin serious studies leading toward the special career before them.

Dean West, like many other observers, is not quite satisfied with the later developments of post-graduate work. This is a comparatively modern thing in American college life—a generation or so ago the colleges had little to offer beyond the four-years' course, and there was small demand for post-graduate studies. There has been a great change, but the complaint is made that the post-

graduate courses are little more than fitting schools for teachers; that they are narrowly specialized and are resorted to for professional rather than humanistic ends. It is at this point, perhaps, that American universities can least challenge comparison with those of Europe; the graduate schools, which give a university its character, are weak and lack influence. As the author says: "No aggregation of professional and technical schools makes a real university because such an aggregation lacks its vital center, its faculty of arts and sciences, which alone can maintain the universal standards of knowledge in all their exactness and vigor." But while these other schools will always flourish so long as there are men seeking to be educated in order to make a profitable living, "graduate work in liberal studies cannot be maintained on this basis." To study to make a living "is not a scholarly end." And when a graduate school becomes an employment bureau, "a sordid motive enters, and it is in danger of learning to be a school devoted to the cause of truth and knowledge."

As a result of present conditions the standards of knowledge in graduate work are threatened by "an unenlightened specialization." There should be some consideration of the intrinsic value of the thing studied. It is not enough in the larger economy of things, that it brings a degree, and that the degree brings a tutorship. It is not specialization in itself to which Dean West objects, but the study of the unimportant, whether it takes the form of investigating trifles, or of proving the obvious by solemn statistics.

If the graduate schools of most of our universities are not all that could be wished, it is due in part, no doubt, to this stunting specialization. Yet a deeper reason is to be found in the small and diminishing appeal which scholarship for its own sake makes: "The attractions of a scholar's life are not relatively as great as they were a generation ago, nor is the honor paid to the schools so great in our land as in the older civilization of Great Britain, France and Germany." And so the responsibility ultimately

comes back upon the nation and the nation's ideals.

* * *

The reports of the treasurer, the governing board and the library committee of the Harvard Union, which were presented at the annual business meeting, show that the year is in every way a successful one for this important institution. The treasurer's report shows a loss of \$538 in the restaurant, a great improvement over last year when the loss was nearly three thousand dollars. The loss in the restaurant is made up by a gain of \$559.79 in the cigar counter. The total loss was \$484, as compared with \$2,040 last year. The total expense of running the Union for the half year ending February 28 was \$26,167.54.

A gain of nearly 100 in the membership over the figures at the end of the last college year accounts in part for the increased revenue. On March 1 there were 2,166 active members, while on July 1, 1906, there were 2,093. Of the active members, 1,957 charged their dues on their term bills at the purser's office, as they are permitted to do by vote of the corporation.

The most striking success of the year has been in the entertainment feature. Among the prominent speakers who have given their services to the union have been President Roosevelt, Secretary Shaw, Jacob A. Riis, Hon. John D. Long, William J. Bryan, Dr. W. T. Grenfell, Booker T. Washington and Mr. F. Hopkinson Smith. Large audiences have been present at nearly every address. Another popular feature has been the serving of tea in the living room every afternoon from four to six o'clock. A daily average of 125 cups of tea indicates that the members appreciate the privilege. An effort will be made by the governing board to make the corridors more attractive by lining them with rubber plants and palms. A number of these have already been ordered and will soon be delivered. The junior dance which was held in the union in February was even more successful than the preceding ones, and insures the continuance

of the custom of holding this annual dance in the Union.

The report of the library committee shows that 695 volumes have been added during the past year, the present number of books in the library being over 8,750. Most of these have been bought with the regular funds of the library.

The Union occupies an increasingly large place in the college life, as a club and dining place, and on account of its reading rooms and library. Most of the musical clubs, scientific organizations, and other societies have the privilege of using its rooms. It is a satisfaction to the members of the university to know that its financial status is improving, and that its place in the university life is becoming each year more securely fixed.

* * *

The trustees of the George Washington University are making an unusual effort to increase the endowment of their institution. The plan

A National University.

for this university was laid down by the first President, who, at the close of his life and when the success of the government he helped to found was assured, devoted a great deal of his attention to it.

Washington's idea was to establish at the seat of government a great university in which "youths of talent from all parts of the empire," as he expressed it, could acquire "knowledge in the principles of politics and good government." The three chief functions of such a university he stated to be:

The creation of a spirit of unity. The increase of knowledge in the principles of politics and good government. The promotion of science in the interest of the advancement of agriculture, commerce and manufacture.

All excellent purposes. The development of the country since Washington's death indicates that education along the lines he proposed was just what "youths of talent" most needed. And they still need it. There is no place where they could better obtain it than at Washington, for the unrivalled scientific collections, libraries, apparatus and laboratories are all there and they cannot ever be

duplicated by any other institution in any other locality.

The opportunity also for the development of really great schools of the political sciences, jurisprudence, diplomacy and international law is better at the center of government than it can be anywhere else. In short, the idea of the first President in founding this university which bears his name seems inspired. He may easily have foreseen what the future of Washington was to be and in the furtherance of his great aim the interest, sympathy and co-operation of all patriotic men and women throughout the country should be enlisted. The university authorities are fortunate in having secured the active support and assistance of Dr. Richard D. Harlan in this work. His wide acquaintance, personal character, and enthusiasm will accomplish much, both in advancing the material interests of the university and in counsel on the proposed enlargement of the field of work.

Dr. Harlan, in his letter to President Needham accepting the invitation to join hands in the work, reviews the words of George Washington in his last will and testament relative to his cherished plan for a great university at the National Capital. An analysis of Washington's writings and speeches shows, according to Dr. Harlan, that according to his plan the three chief functions of the university should be: First, the creation of the spirit of unity and the deepening of the sense of nationality; second, the increase of knowledge of the principles of politics and good government, and, third, the promotion of science in the interest of the advancement of agriculture, commerce and manufactures. A century's experience has not improved upon this outline of the special mission of a university at the National Capital. Dr. Harlan thinks the only amendment to Washington's plan should be that the chief field of the university work should be in graduate or post-graduate work. He calls attention to the enormously valuable equipment of the National Capital in libraries, laboratories, scientific collections, etc., available to advanced students.

In referring to the educational institu-

tions of Washington, such as the Smithsonian, the Carnegie Institution, the Carnegie Foundation, and the great government bureaus, Dr. Harlan declares that Washington is rapidly reaching the point when, in a large sense, it will be the educational as well as the political capital of the nation. He adds:

"The one thing lacking in this much-desired direction is the development of a great university for graduate work along the lines in which the Capital of the nation offers such unique advantages."

The George Washington University is the beginning of such a great institution. The new movement to provide an adequate site for its home, to enlarge its scope, and to endow it with sufficient funds is a splendid work, which deserves the hearty support of patriotic men and women throughout the United States.

* * *

Dr. S. A. Mitchell, instructor of astronomy at Columbia University, has announced the discovery by him of a new sun spot which he says is as large as the one discovered by Prof. Brashear of Allegheny on Feb. 13. According to Dr. Mitchell this sun spot is more remarkable because the period of frequency of sun spots has long past. As soon as he discovered the spot, Dr. Mitchell made several observations and concluded that its temperature was much lower than that of the other parts of the sun. This spot, which is one of the number with which the surface of the sun seems to be dotted, is near the meridian. It is much larger than any of the others and seems to be the center of unusual solar activity. With the aid of a piece of smoked glass the spot could be seen clearly.

* * *

Princeton is just now beginning to find out what are the real results of its preceptorial system by which students receive individual attention from instructors. Dean H. B. Fine says that only fifty-eight men were dropped at the end

of the first term, as against seventy-one last year. "The most striking and encouraging fact of all is the unprecedentedly small number of failures among the freshmen," says the dean. "A marked improvement in the quality and preparation of our entering students is shown. They are becoming quick to learn the necessity of industry on their arrival."

"The preceptorial system was effective from the very start in its main purpose—the promotion of the course of learning among the undergraduates in general. The results of the present examinations encourage one to believe that the most careless of our students, who at first offered some resistance to the new system, with its requirement of work in term time, are beginning to respond to its influence."

* * *

The University of Alabama has just received from the legislature an appropriation of half a million dollars for buildings alone. Of this amount something like \$75,000 will be spent for medical buildings at Mobile.

There are two great State institutions in Alabama, the university, located at Tuscaloosa, and the Alabama Polytechnic Institute at Auburn. The latter is one of the finest agricultural and engineering schools in the south. Both of these institutions receive liberal support from the Legislature and work together for the upbuilding of the general education of the state. Under the direction of President Thatch the institution at Auburn is giving more liberal courses than any other similar institution in the south. The University of Alabama at Tuscaloosa, under the administration of President Abercrombie, is making rapid strides, and is destined, at no distant date, to rival Virginia as one of the best state universities in the country.

Alabama already has ten or twelve industrial schools. The next Legislature will be asked to establish about ten additional schools, so that Alabama will have about twenty great, state-supported industrial and high schools, offering

Educational Progress in the South.

Columbia Instructor Finds New Sun Spot.

Success of Princeton Preceptorial System.

practical training to the large mass of her school children and at the same time affording excellent training for the university.

The State of Tennessee, which since the war has done so little for higher education, seems at this time to be following the leadership of Alabama. The Tennessee Legislature has just appropriated a quarter of a million dollars to the Peabody Normal School at Nashville. Dr. Brown Ayres, under whose leadership the University of Tennessee is growing rapidly, has just received from the Legislature \$100,000, and he is asking that body for what will prove a permanent endowment of \$10,000,000, or rather an annual income of \$300,000.

* * *

"I wish that we could steal some of your buildings," said Dr. Joseph Larmor,

**Praises
Technical Schools
of America.**

Lucasian professor of mathematics at Cambridge, in speaking of the difference be-

tween American and English universities. "You are far ahead of us in equipment and method of instruction for all technical work. Over there we have old buildings which we must adapt for use and which are hardly to be adapted. Here you have modern, superbly equipped buildings erected to meet necessity. I wonder how the American universities find it so easy to secure new buildings. We have no wealthy men in England who are so free with their money.

"The English technical graduate is altogether different from the young American engineer. We teach only the theory there and I understand that here everything is given. The man in England is left to learn his practice in shops after leaving the university. Then in England the employers do not appreciate the university man. Here the young man is taken up just as soon as he graduates. In England a young engineer has a hard fight of it for a number of years unless he has strong engineering connections. But the American custom is slowly creeping in and the English technical graduate is finding employment more easily.

"As to your sports here, they are al-

together different from ours, not only in character but in manner. You make it so much a matter of training and expertness. At an English university sports are almost purely spontaneous. Practically everybody goes out for some kind of exercise. Your inter-college contests somewhat approach our system."

* * *

Chancellor James Roscoe Day of Syracuse University attacked the general run

**Scores Neglect
of College
Morals.**

of college presidents in an address before the New York conference of the Metho-

dist Episcopal church for what he styled their failure to assume responsibility for the moral welfare as well as the scholastic progress of the student.

He urged that the college presidents of the country get together on some plan of excluding all students who are known to use intoxicating liquors or tobacco, or to indulge in vices. He said he would not mention names, but that they all knew of the depraved conditions and the scenes of debauchery in many of our universities. He, for one, believed that the first responsibility was not to fulfill the scholastic requirements, but was to attend to the morals of the students. He would have it so that no immoral student could matriculate, and that if he became immoral after entering college he should be dismissed. He told how in his own university students were made to feel that they signed their own dismissals when they entered a place of evil resort. He believes that one of the best ways of elevating the moral tone of college men is by introducing co-education, and says that in practice the influence of women students, who refuse to associate with men known to be intemperate or immoral, is found to have the very best results.

"I need mention no names," said Chancellor Day, "but we all know of the depraved conditions and scenes of debauchery in many of our universities. While the heads of the colleges seem zealous in guiding the student along the lines of study, few there are who place morals first. I venture to say that if the college presidents would unite along the

common line of thought and action, this dissipation among the students could be wiped out in thirty days. At Syracuse, thank God, we place morals first. The student, prior to his entrance, must show he is morally equipped as well as intellectually, and once in the school he must maintain the strict standard required or get out. At the majority of the other universities, however, the student is allowed to come and go as he pleases, to spend his nights in riotous living, to drink, to enter poolrooms, and waste much energy that should be devoted to his studies. I could mention the names of college presidents who seem devoid of sincere interest for the morals of their charges, but I shall not do so. All of you know, I say emphatically, however, no man ought to seek to evade the responsibility of the moral welfare of young men."

In conclusion, he deplored the prevalence of cigarette smoking and spoke of the sinister influence of excessive tobacco upon young men, upon whom, he said, it had appreciable physical effect during their course of mental strain at a university.

* * *

Oxford is appealing to the public for \$1,250,000 to meet pending needs. While

**Oxford
Appeals for
Funds.**

some of the colleges are enormously rich, the university is notoriously poor. It

fails or barely succeeds to make ends meet.

It is not a little curious to reflect, when one remembers the wording in which Mr. Cecil Rhodes couched his great bequest to his alma mater, that it is the introduction of the Rhodes scholars more than anything else which has led Oxford to realize the educational need of the hour. It has been brought home by Rhodes students to professors "living secluded from the world," and "as children in commercial matters," that Oxford lacks facilities for training in certain subjects which receive the utmost attention from every modern, and, indeed, nearly all other, universities.

At Oxford, for instance, the student who intends to make engineering his

profession cannot qualify himself for admission to the Institute of Civil Engineers. Many of the Rhodes scholars wish to be engineers, and Oxford feels that she must meet their case and that of the hundreds of others who require the training which at present they have to seek elsewhere than at Oxford. There are now about 200 Rhodes scholars at the university. They come from all the colonies, from the United States, and from Germany, and they have created a new atmosphere. Oxford realizes that while maintaining the old traditions of culture, she must also offer to these young men the advantages of up-to-date equipment.

A study which has grown, and which grows enormously, is that of English. Here again the demands of the Rhodes scholars, Anglo-Saxon and German, are a spur to action; but the whole empire is demanding teachers in this world-wide language, and Oxford's poverty is a bar to the provision of adequate instruction in this as in other modern languages. The dream of a professorship of Japanese is another that only increased funds can realize.

By establishing a laboratory of hygiene Oxford hopes to render service to the nation, as a knowledge of industrial hygiene is now regarded as of greatest importance for the safety of large classes, as, for instance, miners. Another subject to which the university wishes to devote greatly increased attention is scientific agriculture.

* * *

A letter received by the Columbia (S. C.) *State* from the mother of a "Rhodes

**The Color
Line at
Oxford.**

scholar" now in Oxford, reveals the appearance there of a curious problem. It

seems that among the scholars sent from Pennsylvania is a young Negro, and his appearance at Oxford has set those of the Americans who are from the South to wondering how they should treat him. Some of them have even gone so far as seriously to meditate withdrawal from the University, for fear that if they remain there their presence will be inter-

preted as an acknowledgment by them of the black man's social equality.

The mother who writes the letter apparently thinks, or at least fears, that some such action may be necessary, and she wants advice, both for herself and for her son. The *State* gives it—extremely good advice, too. The question raised, it says is interesting, but not at all difficult. While believing in the maintenance of a sharply drawn color and race line in the South, the *State* declares that this is not due to any special antipathy of the Southerner to the Negro, but simply to the fact that the local conditions are such as to make failure thus to draw the line fatal to the superior race. The need of stern separation is less in Virginia or Maryland, still less in the North, and almost non-existent in a country like England, where there are not enough men with colored skins to be in any way dangerous. "The environment and conditions of the South are absent, and the attitude of the Southerner becomes automatically that of the Englishman, just as the Englishman or the New Englander, coming to abide in the South, is immediately influenced by the spirit that raises the barrier between the races."

Therefore the *State* concludes that "the Southerner at Oxford should regard the entrance of a Negro into the University as he would the coming of a South Sea Islander, a Malayan, or a Chinaman. His caste is unassailed, he has no battle to wage for race supremacy, no vexing problems to ponder, and the comings and goings of brown, red, black or yellow men are to him matters of absolute indifference. He may even journey into the countries of the Africans and be the guest of black potentates, voluntarily breaking bread with them on terms of equality, without surrendering one jot of Southern opposition to social equality in America. In Rome we do as the Romans, not through a spirit of imitativeness, but because we have the environments of the Romans, and what they do is the more natural." That, so far as we can see, is all right; at any rate, it is all right as advice to the Rhodesians in regard to the policy they should adopt toward their black companion.

In an address in Philadelphia before the Association of Friends' Schools,

Higher
Education
for Women.

Mrs. William Walter spoke on the desirability of the union of the college-bred man and the college-bred woman. She said:

"Probably it would be fairer to consult the husbands on the subject of a college education for women. But I can't believe they would vote against it if it were ever pressed beyond the teasing stage, for they are extremely vulnerable on one point—they married us and why did they do it? By far the majority of college women do marry. A college course postpones a girl's marriage from two to four years—a recommendation in its favor, I am sure you will agree. Most certainly I do not think a college education should supersede the home education of a girl. Nothing should supersede that.

"From the time a little girl dresses her dolls, and cares for her baby sister, and irons the family handkerchiefs, the training of that child for wifedom and motherhood is paramount. Perhaps all of us wish colleges would offer courses in domestic science. Some day, I feel sure, Swarthmore will blush to a deeper garnet when she remembers that her older daughters had to take their cooking courses at Drexel—even in some sad cases after they were married.

"If the married college girl has to cook—I think I had better say, when she has to cook, for we all must cook in these days—she will cook scientifically, and she will find it the delight she used to find in chemistry and mathematics. The world—all but a few husbands—has outgrown the jokes on the subject of the college woman's housekeeping. Our Latin and Greek may not seem to help us much, though we like to impress our children by our learning, but the richness they have brought into our lives."

In speaking on the same subject, "The Value of Higher Education in the Home," Miss Meeteer said that in contrast to the simple life of our grandmothers the woman of today was confronted with more complex problems which required more competency in their solution. Continuing, she said: "Con-

fessedly, there is a great deal of mis-directed labor in this world, hard work done at random in a hit-or-miss way, with a painful lack of good reasoning or given data. Where is this lack of training more apparent than in the province commonly designated as 'woman's sphere,' the home, whether in the management of the household, or in that gravest of all responsibilities, the family? The training of children, physical, moral and intellectual, is dreadfully defective, and in a great measure it is so because parents are devoid of the knowledge by which this training can alone be rightly guided. But let us turn from her work to the woman herself. Have we not seen the daughters of rich fathers whose lives are tragedies of aimlessness, and mothers, who, when their families grow up and away from them, are left without an object in life and unable to create for themselves some vital interest, becoming in the end the victims of nerve specialists? Her training should come to the rescue of the college woman and work out her salvation.

"It has been said that common sense has never been superseded by the college diploma. This the most enthusiastic advocate of college training for women is willing to admit. All we claim is that common sense plus the diploma means efficiency."

* * *

The Alpha Delta Phi fraternity celebrated its seventy-fifth anniversary with the best attended dinner in its history, when six hundred and fifty members gathered in Hotel Astor, New York, last month. There were represented twenty-one American colleges and universities and two of Canada, McGill and Toronto.

A message was transmitted from "Brother Theodore Roosevelt" by "Brother James R. Garfield," secretary of the interior, who was one of the speakers. Joseph H. Choate, former ambassador to the Court of St. James, was unable to attend, owing to the necessity of a conference with the President at Washington. The oldest member of the fraternity was, of course, Edward Ev-

erett Hale, chaplain of the United States Senate, who was eighty-five years of age on April 3, and was the guest of honor of the evening, sitting at the right hand of Talcott Williams of Philadelphia, president of the fraternity and toastmaster. Hamilton Wright Mabie also delivered an address. Charles H. Hoyt of Cleveland spoke in the place of Mr. Choate.

President Williams then told a story of a man who was going to a Yale-Harvard football game, and reversed the Harvard joke by saying that he was "going to yell with Hale." In this way the chaplain of the Senate was introduced. Dr. Hale stood while the cheers resounded for fully five minutes. He began by reciting an old Harvard song that dealt with the founding of Yale. Then he explained that he did not wish to confine himself to New England, but was to speak of all sections of the country. He classed provincialism and separatism as evils, and said that to overcome these was one of the objects of "our fraternity, best of all and almost first of all."

"And listen to these words of an old man," he went on, gravely sweeping his hand toward his hearers. "Listen to this: There are few things made so much for advancement of all that is worthy as the union of cultured men and cultured women. I am not afraid of a lack of the three R.'s in this country. It is to train the leaders that we should strive, to build up the high schools to a higher standard. There are millions of immigrants coming into this country every year, and they must be led, by men like you. If you hang together you won't hang separately, and if you don't work together to this end God Himself will bend from His heavens to lead them. But woe to us if we retire upon ourselves. I and me. My stocks and my investments and my securities. If that is to be the spirit of men it is better they never were born!"

He then exclaimed: "I would like to know who it is in this country that is most admired by young men under twenty-one."

Cries of "Hale! Hale!" came as a surprise, for he laughed as he explained that he hoped it was the chief executive

of the nation. He said he hoped every year an honorary member would be created and that the most popular man who was not an Alpha Delta might thus be chosen. As he closed his speech he retired, and the diners stood up while he made his way to the door.

* * *

A novel and interesting plan for the solution of the problem of spelling re-

**New Solutions
for Spelling
Reform.**

reform is presented by Frank Crane in a recent "Independent."

His plan is, in short, to change the pronunciation of our words to suit the present spelling, instead of changing the spelling to agree with the pronunciation. He says that, as pronunciation is variable, it could be changed easily. There would be no expense to publishers and none to parents for new school books, which would be required, if the spelling were changed. We should not be the only nation to use this plan, if we adopt it, as Germany and Italy now pronounce words according to their spelling. Mr. Crane proposes to adopt the Italian pronunciation, as it is the easiest to speak and most like English.

One of the new proposals which has been suggested is to increase the number of letters to 42 and thus avoid many of the "bramblebushes" into which the youth or the elder ignorant continually falls. We have seven sounds of "A" in English, and some of them are to be represented by new characters, or at least marked with certain accents, which will be distinguishing enough to insure correct pronunciation. Also 3,000 words are to be reformed, most of them being derivatives.

This seems to inject a new element into the plan which had not before been advertised. To spell in one rigid manner is possible, but to make pronunciation on a common basis is impossible. One cannot imagine even the educated people of Louisiana, Philadelphia, Boston, London, Cork and Cornwall or Yorkshire getting to a common inflection, nor would it be desirable if possible. The variation in speech is due to many causes which cannot be eradicated, and it is one of the things which make for the interest of humanity that there is so much variety

of intonation. Every human being is a distinct identity and the voice is one of the most important characteristics.

* * *

The outlines of a reformed system of education for Prussian women were de-

**Reform in
Education of
Prussian Girls.**

scribed in the Diet recently by Minister of Education Studt. The reform chiefly aims

at the better cultivation of girls' understanding rather than their imagination or sentiment. The reformed high school for girls will consist of nine classes, in which higher mathematics, natural science and political economy, hitherto neglected, will be taught. After leaving the high schools the girls will enter one of two new institutions. The first of these, called the lyceum, is intended principally for those who are unlikely to have to earn their own living. They will receive instruction in household duties and charitable work. The second is designed to prepare women intending to follow a profession or to enter a university. The announcement has excited much interest as clearly denoting a much-needed step toward the emancipation of women in Prussia. The proposed lyceum system is entirely unknown in the German educational system for women.

* * *

A force now almost universally recognized as important, but ridiculed a few

**Influence of
Correspondence
Schools.**

years ago, is the correspondence schools. These schools betake themselves to the stu-

dent wherever he may be and lay before him knowledge that he should possess. While it is true that much, if not most, of the information given him could be purchased at a price much less than he pays the correspondence school, still the student is not familiar with technical literature and would not know what to buy. The correspondence schools make the selection and the student pays the bill. When all is said, however, about the superiority of the living teacher over the printed page, it still remains true that there are "many of us" and that it is impossible to open too many avenues for those who desire instruction. There should be no aristocracy of learning. Let

each one get all he can in the way easiest for him and let no one fortunate enough to secure a high grade engineering education begrudge the lone engine-man far removed from books, schools, or persons of education, the little he may glean from his correspondence papers. William E. Curtis, the celebrated correspondent of the Chicago Record-Herald, never thought he was conducting the greatest correspondence school in the world, nor did his vast number of readers ever realize that they were taking a corresponding course, until the advent of the correspondence school. Yet the fundamental ideas in both lines of work are identical. The idea of the correspondence school is the one fact in educational annals of the past twenty years that stands out prominently because of its pure bigness. Probably not less than two million people in the United States have taken one or more courses in some correspondence school.

* * *

To those teachers who have taught in graded schools year after year, until in

**Advantages in
Teaching
Physical Training.**

some cases not only their nerves are worn but their very souls are sick of the wearisome routine, it is suggested that at least some of the number may escape to take up physical training instead. This branch may not be entirely to their liking, either, but there are some points in its favor. For one thing, it is health-renewing to the teacher, as well as excellent and needed training to the pupil. One of the ills in ordinary teaching is that it enforces sedentary habits. The ordinary teacher sits a great part of her time in the school-room and on reaching home, the chances are that she spends what is left of the afternoon and part, if not all, the evening, in looking over school papers and making school reports, and most ambitious teachers are taking private courses of study, either to better fit themselves for their tasks, or for higher positions, leaving very little time for out-door exercise. To such teachers the change to giving physical training would be beneficial. In all the larger cities it is taught in all the public schools, and while there are relatively few teachers compared to those

in grade work, still, as in all specialties, such as drawing, singing, etc., there is always a chance for a position. In New York there are sixty teachers in physical training, earning a salary of from \$800 to \$1,500, in the primary, and from \$1,500 to \$3,000 in the high schools. In the large city there is also private teaching and instructors in physical culture are to be found in all Young Men's Christian associations and Young Women's Christian associations; in settlements, parish-houses, private schools, clubs and most select of all, in private houses where delicate and backward children have special training. And this branch of work is particularly fitted for the regular school teacher who wishes a change, because her experience in grade work stands her in good stead. The green girl has no chance, for in the public school in a city, the applicant must have had at least three, preferably more, years of experience before she can take entrance examinations. Some private schools even demand a college education. This does not apply to those who gather their own classes together. If they have had a thorough training in their specialty, a pleasing and courteous demeanor, that is often all that is necessary, but the position is not a secure one, whereas that in the public school is as certain as anything in this transitory world.

* * *

Annually we read of the despair of college professors over the ignorance of

**College
English.**

the young men who present themselves for entrance examinations in English composition and English literature. This year is no exception, so that all the past thought-taking over this subject has not resulted in a crop of boys who can write intelligible English or who possess a sound sense of literature. Professor G. H. Nettleton, of Yale, writes, to "The Independent" to ask whether "college examinations in English tend to destroy the love of literature," and the English department of Harvard has issued "A Report on the Examinations in English for Admission to Harvard College," which suggests that the studies for those examinations, if they fail to impart a

love of literature, fail equally to teach the humble but useful art of writing tolerably literate English.

Literature is naturally an alien subject to the youthful mind, says the *New York Tribune*. In general the prospective college student may have read many books, including some good books, but he has done so in a way free from self-consciousness, as a part of his intellectual play, and they are not literature to him, but just plain "books." His first real introduction into literature is when he approaches the classics. Then he learns the difference between "just books" and "literature." Literature consists of the prosy introduction of some dull sciolist, a text written by some one a long time dead and always spoken of with respect as a "great author," and "notes," and these are the real gist of literature. If you know the "notes" you cannot fail on the literature examinations. So it is with Cæsar and Xenophon, who wrote history; Cicero, the orator, and Homer and Virgil, two of the "three poets in three distinct ages born." When the student, being gradually inducted into literature, comes to the third of this trinity, Milton, another very respectable person who wrote "literature," and not plain books such as everybody might read, this great author, too, presents himself like the rest of literature in fragmentary form, prosy introduction, text and notes, especially the notes. You may read the fragment of text with an uneasy feeling that here is nothing on which any one might pass an examination. But the "notes" are filling; they are the substance of "literature."

Some candidates for Yale were asked how they studied Milton. One wrote:

We studied them (Milton's minor poems) very carefully, over and over again, learning all the meanings of the important words. I was taken over the notes in _____'s English series. These notes I was supposed to have learned perfectly.

Another responded thus:

Milton's minor poems are very deep, or at least we were taught to find them so, as it requires long study and good use of the Index, Glossary, Notes and Dictionary to understand them.

A dozen or so wrote that almost all the classwork was on "allusions," one explaining the process thus: "We took Milton line by line, and the teacher explained away every illusion." Precisely so! Milton is only one of many authors who figure as in the preparatory list of English literature, all to be had—and apparently all taught and studied—like the classical literature, in fragments exactly fitted to college examinations, "introduction," "text" and "notes." A youth having studied "literature" in this form may even grow to look at "just books" with some suspicion as taking the same outward form as "literature."

To one having learned about literature in this way let us see what is the result in capacity for English writing. For convenience the knowledge of the candidates in both literature and composition is tested in one and the same examination. He may write his "ideas of literature" as an illustration of his English. His ideas of literature are next to nil, and his capacity for the expression of any such ideas as may really find a lodgment in his brain is slight, for his training has been chiefly in writing about literature, in describing things that are not clear in his mind rather than things that are. The kind of compositions he writes about literature are too familiar for illustration. We should not like to say that these compositions are any more ludicrous than the system. The "proscribed" list of books, as the candidates describe them in all seriousness, with their learned "introduction" and "notes," are not more entertaining as a conception of literature than are the examinations in literary topics as a test of the candidate's ability to express correctly such ideas as he is capable of.

A "proscribed" list of books perhaps we shall always need to have, but we suggest by way of change that the candidates be made to hold up their right hands and solemnly affirm that they have read the books on the list; then that they be asked to write upon some topic more concrete than literary criticism, something within the scope of their personal experiences, like camping out—the solemn affirmation to take the place of an examination in literature, and the com-

position the place of the usual test of English. Literature is a thing to be read, not written, by college boys. This principle, carefully observed, might result in better writers in college and fewer writers after college, a great gain both ways.

* * *

The most significant tendency which an observer of educational progress recently remarked is

The Day of Specialization. That of specialization. The time is fast approaching when it

will be recognized that merely a general education, whether on classical or scientific lines, is not alone a suitable preparation for life. Not that culture is less desirable than formerly, rather it is more desirable, but above this general substructure must be placed a technical education which will give that special application to some calling which the coming age will demand. Colleges which devote their attention solely to general cultural training will become of less importance. The institution now known by the various titles of technical colleges, institutes of technology, and polytechnic institutes, are the colleges of the twentieth century which will do most for their students, which will be in closest touch with the needs of civilization, which will provide at once the most cultural, the most rational, and the most scientific instruction. These institutions, by whatever name designated, will be the important colleges of the future, because they will give that perfect unity of thought and action, that harmony of theory and practice, which the needs of the future demand.

* * *

Roscoe Pound, dean of the law school of the University of Nebraska, at the first annual banquet of the Chicago Alumni Association of that institution, placed in disrepute the theory that a "business education and training" is sufficient for a successful man of today.

Era of Commercialism Discredited.

"The commercial spirit which has made great strides throughout the country, so much so that in past years it has

been customary for academic-bred men to apologize for their learning when they rose to address an audience, has risen and fallen," he said. "And in every walk of life the man of academic training has been sought as the means of rescue.

"Men of academic training are being elected as railroad chiefs. The 'self-made' lawyers who thought they could satisfy the needs of justice have tried, and gloomy was their failure. The academic-trained lawyer is taking his place. We called in the academic-trained men, the chemists, and showed Mr. Business Man that he was a failure. Today the era of commercialism stands discredited everywhere."

* * *

The thirty-seven members of the faculty of the University of Wisconsin who have expressed their

Intercollegiate Athletics.

desire to see an end of intercollegiate athletics so far as that institution is concerned seem to represent a rapidly growing sentiment. Recent experiences of the "big nine" in the west show that the bitterness engendered by athletic rivalry have not disappeared with improved football rules. Charges and countercharges are still heard and university senates, composed of specialists in chosen fields of research, are still spending their time in squabbling over petty details of intercollegiate relationships, in every case athletics being the subject of controversy.

In the east Williams and Dartmouth, colleges of the same sort, ought to be friends. A little dispute over a basketball game has made them enemies. The latter's inquiry whether the usual intercollegiate debate is to be held remains unanswered presumably because of the athletic situation. These two illustrations, one from the east and the other from the west, are types. There are a good many people who are ready to accept the proposition that intercollegiate athletic contests should be abolished if they are to remain constant causes of irritation among schools which should be friendly one toward another.

Incidentally the experience of the great English universities is recalled. There

for years the annual Oxford and Cambridge rivalries have attracted the attention and awakened the interest of thousands of athletic enthusiasts. A nation which has always been noted for its devotion to sport of every kind seems able to keep a friendly atmosphere around its keen athletic rivalries. Much is said about "true sportsmen" who try their best and then accept defeat gracefully when the other side triumphs, without an aftermath of suspicion, petty charges, and narrow animosities. But such sportsmen appear foreign to the American college environment.

It may be that there are inherent differences of character which make impossible for the American what the Englishman recognizes as proper. But no American is willing to admit that he is inferior in good common sense and appreciation of what is right.

There is no doubt that intercollegiate contests in athletics have a host of friends. The ideal relationship of honest rivalry is easily pictured. But if the bitternesses of recent years have not been forgotten it would be far better to give up all forms of athletic rivalry among colleges until the normal and proper conditions can be restored under which contests of varied sort may be held in honest open ways.

* * *

The recent death of Miss Ada Howard, first president of Wellesley, has

**The Woman's
College Today
and Yesterday.**

evoked a wealth of college reminiscences from college women all over the country.

Great, indeed, have been the changes since Miss Howard was president of Wellesley and wide are the differences between her regime and that of Miss Hazard of the present day. The fact is emphasized, however, that the country is still young as an educational influence, especially in the matter of the education of women, as college women are reminded that Miss Howard, the pioneer, still lived when Miss Hazard took up the work. The college for women has made a great advance, even greater than have men's colleges, and yet in both cases the education of the secondary school has

probably required the most patient and careful thought. There was no possibility of raising the standard for admittance so long as the secondary school refused to respond, and the college has had to prompt and urge. Even to this day does the good work go on. In the beginning there were preparatory schools in most of the colleges, but it was soon realized that it was a waste of effort to do work that might be done as well at home. Miss Hazard was the first woman to be the head of a woman's college. There were seminaries before headed by women, but she was the first bona fide woman college president. In the high schools and other preparatory schools the girls who expect to attend college begin to make preparations at least four years before the time. The high school course is chosen with that end in view and each year the requirements are a little harder. The college girl, even as a high school girl, is a hard worker; in fact, she probably works harder getting ready for the entrance examination than she does after she is admitted. There is much criticism of the hard work these girls must do; but, after all, it is the survival of the fittest that attains to college in these days of requirements. Not all the high school girls, by a large majority, could possibly work up to it. Those who are so constituted—physically and intellectually—that they can, represent a high type that the college of to-day makes into even a better type of womanhood.

* * *

Professor Schmidt of Cornell University says there is going to be a new religion: "It will recognize the sovereignty of ethics. It will be vital, touching life

**A New
Religion.**

on every side, growing with the growth of man's mastery over nature, the perfecting of his social relations, the expansion of his knowledge, the increasing delicacy and power of his artistic sense, and the deepening consciousness of the mystery of religion."

An exchange remarks that every clergyman who reads this will be confident that it refers to "our denomination."

OF CURRENT INTEREST

STUDENT METHODS.

It is remarkable to note the ingenuity—not to mention the trouble and care—which is brought into play occasionally by students in an endeavor to get out of doing work which is put into the course solely for their good and which is required of all men alike. This condition of affairs is not confined entirely to the lazy students, where one might be expected to look for it, but, strange to say, it is usually among the brighter and more clever men that such schemes for “beating a prof” originate. It is a curious streak in human nature that a man will go to infinitely more labor in concocting a scheme to get out of a piece of work, than it would take him to do the job were his efforts directed legitimately to that end.

A student publication from a leading technical school gives an example which illustrates in remarkable fashion the ingenuity displayed in a case of this kind. As every student in general chemistry has a definite number of unknown solutions to analyse for qualitative analysis, this course naturally yields numerous examples of student methods. To facilitate the filling of so many “unknowns” the instructor in charge has his solutions arranged on shelves in large bottles and from each bottle comes a glass siphon-tube operated by a pinch-cock. When unknowns are filled, the elements they contain are recorded in cipher by the instructor. A man, on completing an analysis, hands in his book to be checked and, if he be obliged to repeat it, receives a new lot of the same solution. Too often is this the case and “thereby hangs the tale.” One man sees that the instructor is kept busy by plying him with questions while the other fellow goes into his private room and, with a small rubber ball previously prepared with a small hole to fit over the ends of the siphon-tubes, he draws out a drop of each solution, at the same time letting a bubble of air into the end of the tube below the pinch-cock.

The rest is clear. He goes in a hurry to the instructor, saying that if he can have some more solution right away, he will be able to finish up his unknown that afternoon. The unsuspecting professor fills the solution and the student—needless to say “Freshman,” for who else could devise such a plot?—goes in and takes note of all the tubes from which the tell-tale bubbles have escaped and thereupon records them in his note-book and straightway gets his unknown (?) checked up.

This is but one illustration of many which might be given, but it shows in a striking manner the methods employed by some men, and the extent to which they will go to get the answer to a problem without going through its solution. The professor does not care personally how much a man “cribs.” He does not get paid any less if a man “spikes” a problem. It is only that he has been there himself and realizes what this means to a man in after years when he has no answers in his book and no siphon-tube to plug.

* * *

THE STATE UNIVERSITY AND PUBLIC SCHOOL.

It is error to hold that money expended upon a state university is withdrawn from the common schools. The error is twofold. It assumes in the first place that money appropriated for the university would otherwise have been given to the schools. This is far from the fact. In the second place it is error to assume that money spent upon the university does not promote the welfare of the common schools. It does so both directly and indirectly.

Directly, a university supplies the schools with teachers who are competent for their work, who have a broad outlook upon knowledge and can wisely counsel the young about their courses of study and choice of a calling. One of the worst of all mistakes in educational policy is to assume that a teacher

need know only the bare skeleton of facts which is set for scholars to master in daily routine. The teacher's mind must be an inexhaustible fountain of living knowledge whence the skeleton is clad with form and beauty. One of the potent reasons why our primary education is so barren compared with that of Germany is the scant preparation of many of our teachers.

Indirectly, a great state university benefits the common schools by setting a mark for the ambition of the scholars. It supplies a goal for the first flight of their ambition. It fills the community with minds fertilized by higher cultivation. The graduates return to their homes knowing what science is, furnished with ideals of what a school ought to aim at and with standards by which to judge the quality of its work. The best common schools in the country are in those states which support their universities most liberally. And in communities where college graduates are most numerous the schools are better than anywhere else.

It is therefore hopeless to think of helping the common schools by clipping the wings of the state university. A man might as well think of becoming eminent intellectually by feeding his muscles and starving his brain. The educational body is a unity. Every part must be adequately nourished or the whole will be stunted. Those who reason as if the university were not a part of the common school system reason falsely. It is an essential part without which the schools would lose their principle of growth and degenerate to sheer automatons propelled through a sterile routine by a dead mechanism.

* * *

TO OPEN NOVEL COLLEGE.

The Home College, Chicago's unique contribution to the educational and philanthropic world, will be opened on June 4th. This institution is to be both a college and a home for retired professional and business men and women who are 60 years of age or older. It is not an old people's home, or a charitable institution, but the residents will be students who purchase places just as they would in any

other college. There will be opportunities for mental exercise, social enjoyment and religious culture. The residents will have the benefit of frequent lectures on a variety of subjects. Nothing in the curriculum will be compulsory, however, and residents will be free to occupy their time as they desire. There will be libraries, laboratories and the other incidentals of collegiate equipment.

* * *

RESEARCH FELLOWSHIPS IN ENGINEERING AT THE UNIVERSITY OF ILLINOIS.

The University of Illinois has recently increased the opportunities for graduate work in engineering by the establishment of ten research fellowships in its engineering experiment station. These fellowships, of an annual value of \$500, are open to graduates of approved universities and technical schools, both American and foreign, with the preference given to men who have also had some experience in practical engineering. The fellowships must be accepted for two successive years, at the end of which, if all conditions are fulfilled, the master's degree will be conferred.

The experiment station, which was established in 1903, is exceptionally well equipped with the most modern apparatus. It has been liberally supported, as the State Legislature has appropriated, for its maintenance and extension, \$300,000 in the last four years.

* * *

WHY THE COLLEGE GRADUATE WAS NOT A SUCCESS.

He became saturated with other men's thoughts.

He depended too much on books.

He thought his education was complete when he left college.

He regarded his diploma as an insurance policy against failure.

His mind was clogged with theories and impractical facts.

He mistook a stuffed memory for education, knowledge for power and scholarship for mastership.

He knew the language of science, but was ignorant of human nature.

He knew Latin and Greek, but could not make out a bill of goods or bill of sale.

He was well posted in political economy, but could not write a business letter.

His four years in the world of books left him permanently out of joint with the world of practical affairs.

He was above beginning at the foot of the ladder when he left college.

The stamina of the vigorous, independent mind he had brought from the farm was lost in academic refinement.

He thought that his four years' college course had placed him immeasurably above those who had not had that advantage.

He had never assimilated what he had learned, and was crippled by mental dyspepsia.

The habit of discriminating minutely, weighing, balancing and considering all sides of a subject, destroyed his power of prompt decision.

He thought that the world would be at his feet when he left college and made no effort to win its favor.

He could not digest his knowledge.

He knew enough, but could not manage it effectively—could not transmute his knowledge into practical power.—*Success Magazine*.

* * *

PRIZES GIVEN FOR ESSAYS.

For the fourth year the committee of economists headed by Professor J. Laurence Laughlin of the University of Chicago, offers in behalf of Messrs. Hart, Schaffner & Marx a series of four prizes for the best study on any one of twelve subjects given by the committee. The prizes are given in two classes, A and B.

Class A is composed exclusively of all persons who have received the bachelor's degree from an American college since 1896. The prizes are \$1,000 and \$500 respectively. In Class B, composed of persons who at the time the papers are sent in, are undergraduates in any American college, the prizes are \$300 and \$150. Prizes of Class A may be awarded to essays submitted in Class B if the merit of the papers demand it.

The subjects given out for the coming competition follow:

1. An Examination into the Economic

Causes of Large Fortunes in this Country.

2. The History of One Selected Railway System in the United States.

3. The Untouched Agricultural Resources of North America.

4. Resumption of Specie Payments in 1879.

5. Industrial Combinations and the Financial Collapse of 1903.

6. The Case against Socialism.

7. Causes of the Rise of Prices since 1898.

8. Should Inequalities of Wealth Be Regulated by a Progressive Income Tax?

9. The Effect of the Industrial Awakening of Asia upon the Economic Development of the West.

10. The Causes of the Recent Rise in the Price of Silver.

11. The Relation of an Elastic Bank Currency to Bank Credits in an Emergency.

12. A Just and Practicable Method of Taxing Railway Property.

The paper should be sent on or before June 1, 1908, to J. Laurence Laughlin, Esq., University of Chicago, Box 145, Faculty Exchange, Chicago, Ill.

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THE USE OF COLLEGE SLANG.

College slang is a mode of expression which is confined almost entirely to college students and to college surroundings. It is usually quite distinct from the ordinary variety of slang, and contains more meaning.

The ordinary college student uses slang because it is easier to say than the more correct form of expression and because it is usually more expressive. Take, for example, the expression, "chem lab." This is much easier and quicker to say than is "chemical laboratory." Then the word "flunk" is much more emphatic than the mild word "failed." Even the very sound of the word "flunk" seems to indicate something dismal and undesirable.

Aside from its emphasis and its ease of utterance, slang has other values. It seems to set college talk apart from other conversation and make it distinctive. This is a distinction that every student

enjoys. It is something which makes college life appear different from ordinary hum-drum existence, a fact which can be looked back to with pleasure.

Thus it seems that the use of college slang is, in some measure, a good thing, even though a few people do object to it. It is convenient; it is very often more emphatic than a more correct mode of expression; and it is a source of pleasure to the user.

* * *

LIBRARY VISITS.

Much interest is being taken by teachers and pupils in the Cambridge public and parochial schools in "library visits." Last year, Clarence Ayer, the public librarian, in co-operation with the school board, instituted a system of visits by which many grammar school pupils in classes, or subdivisions of classes, go periodically to the library. There they are met by the librarian and his assistants, and after a talk, lasting three-quarters of an hour, by Mr. Ayer, on the library resources, its equipment, and the advantages in, and method of, taking out books, the boys are conducted through the library by the librarian, who explains in detail to the pupils the stacks, their arrangement, the classification of books and other appointments. The girls in each visiting class are similarly instructed by one of the library assistants. In each case, the lecture, together with the tour of inspection, occupies about an hour and a half. The use of the card catalogue and of Poole's index is explained with care, and while most of the visiting scholars are not unfamiliar with the catalogue, they always get some new and useful information. All of the pupils seem interested and many of them take notes. It is the plan of those in charge of these visits to limit each section to forty scholars, and occupying therefore about four afternoons in each week, this library instruction covers a period of nearly six weeks a year.

* * *

WOMAN'S BUILDING AT WISCONSIN.

Because it is impossible to give its 800 young women students adequate physical

training in the present gymnasium, which can accommodate conveniently but 150, it is proposed to erect a woman's building at the University of Wisconsin. At present about 350 of the university girls are crowded into large classes in the little gymnasium in Chadbourne Hall with its fourteen dressing-rooms and fifteen shower baths. All of these 350 freshmen and sophomores are required to take physical training, and their classes occupy so much of the available time that only twenty of the 400 junior and senior girls are doing gymnasium work at present. In view of these conditions a woman's building with adequate gymnasium facilities is regarded as one of the imperative needs of the State University. The proposed woman's building will be built on University avenue immediately west of Chadbourne Hall, and with the latter building will form a part of the proposed woman's quadrangle. The new structure is to afford a modern and completely equipped gymnasium for women together with rooms and halls for social functions of every character. The great gymnasium will occupy the main floor, with sufficient dressing-rooms, lockers and shower baths for all. A running track and swimming tank will afford additional opportunity for physical training.

Among the other features of the building will be an auditorium for lectures, musical entertainments, and other larger functions; rest rooms, lunch room, society halls for the literary and musical organizations, reading and writing-rooms, and a kitchen with necessary accessories. The lunch room with the adjoining kitchen will make it possible for young women who are unable to return to their boarding places during the noon hour to secure a warm lunch in pleasant surroundings. The officers of the adviser of women, the director of the gymnasium, and the professor and instructors of physical training for women will also be located here. In order to construct this proposed woman's building, and to build the first of the desired dormitories for men, an appropriation of \$100,000 annually for four years is provided for by the bill recently introduced into the Legislature.

AMONG THE FACULTY

Dr. John Scholte Nollen, head of the German department at Indiana State University, has been called to the presidency of the Lake Forest University, to succeed Dr. Richard D. Harlan, who resigned last fall. Dr. Nollen is 38 years old, and a member of Phi Beta Kappa fraternity. He received his degree of Bachelor of Arts from the Central College of Iowa, 1885, and from the State University of Iowa in 1888. After five years of study in Europe he received the degree of Doctor of Philosophy from the University of Leipsic, 1893. For ten years, from 1893 to 1903, he was professor of modern languages in Iowa College. Since 1903 he has been the head professor of German in Indiana University. He is also the author of several text-books in English and German.

Dr. Nollen is the third professor to come from Indiana University in the last year to accept positions at Lake Forest. The others are John M. Clapp, professor of English, and Miss Edith De Nise, instructor in French.

* * *

The trustees of Tufts College have accepted the resignations of Dean William R. Shipman, A. M., D. D., LL. D., Goldthwaite professor of rhetoric and logic and dean of the college of letters, and Arthur Michael, A. M., Ph. D., professor of chemistry. Dean Shipman retires after 43 years as a member of the faculty and seven years as dean of the college of letters. His name will be retained in the faculty records as emeritus professor.

Professor Shipman was born May 4, 1836, in Granville, Vt. He attended the schools of the vicinity and entered Middlebury College in 1855, from which he was graduated with distinction in 1859. He received the degree of A. M. from Middlebury College in 1862, and twenty years later Saint Lawrence University conferred upon him that of D. D. In 1899 Tufts bestowed upon him the honorary degree of LL. D. He was a char-

ter member of the Delta Chapter of Massachusetts of Phi Beta Kappa, and is a member of the New England Association of Colleges and Preparatory Schools.

Professor Michael has been connected with Tufts College since 1882, with the exception of the four years spent in original research. He will devote himself to research work in England, where he will establish a private laboratory.

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J. D. Bowman, secretary of the Carnegie Foundation for the Advancement of Teaching, announced last month that, although the foundation has declined to admit state universities to the accepted list of beneficiaries of the fund, it occasionally will grant retiring allowances in state institutions to men who have rendered distinguished academic service. In accordance with this plan the executive committee has given retiring allowances to the following educators:

E. Benjamin Andrews, chancellor of the University of Nebraska, who has been a prominent teacher and educator for thirty years.

Francis H. Smith, longer than fifty years professor of natural philosophy at the University of Virginia.

William V. Folwell, for fifteen years president of the University of Minnesota and now professor of economics in that university.

Amos N. Currier, for forty years professor of Latin and Greek at the University of Iowa and now dean of the college of liberal arts at that institution.

* * *

Professor Katharine Coman of the department of economics and sociology at Wellesley, has been granted leave of absence for two years. During this period of time Professor Coman expects to make her headquarters in Berkeley, Cal., in order to work in the Hubert Bancroft Library recently purchased by the University of California—a library which is

historical authority on the Pacific coast; her special work will be upon the history of the Far West.

* * *

Professor Hubbard McHatton has been named as head of the department of scientific agriculture at the Sixth District Agricultural College in Georgia. At the present he is in the senior class at the Michigan State Agricultural College and will be graduated in June next. He is a graduate of the Spring Hill College of Mobile, and upon his graduation from the Michigan institution will receive the degree of master of science there.

According to present plans, the sixth district college, which is to be located at Barnesville, will be opened next September or October.

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F. C. Minkler, of Nevada, Iowa, a member of the 1905 graduating class in the animal husbandry department of the Iowa State College, has recently been elected professor of animal husbandry in the New Jersey Agricultural College at a salary of \$2,000 per year. Mr. Minkler made an excellent record as a student at the Iowa State College. Immediately after graduation he accepted the position of field man and stock reporter on the *Nevada Journal*, Nevada, Iowa, which position he filled in a most satisfactory manner until Jan. 1, 1907, when he resigned the same to take charge of the short course work in animal husbandry at the New Jersey College. The New Jersey people were so favorably impressed with Mr. Minkler's ability to instruct young men that they offered him the position of head of the department.

* * *

President Carhart resigned his position as president of the State Normal School at Mayville, N. D., which was accepted by the board of management. In accepting the resignation the board adopted resolutions of regret.

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With impressive ceremonies Rev. Samuel Dickey, M. A., was inaugurated into the chair of new testament literature and exegesis in McCormick Theological Seminary, Chicago, last month. Rev.

Samuel J. Nicolls, LL.D., president of the board of directors, presided and other divines participated. The theme of the inaugural address was "The Position of the Greek in the Theological Education of Today."

* * *

Doctor William A. Webb, professor of English for nine years at Central College, the State Methodist Episcopal School, at Fayetteville, Mo., was elected president of the institution, by the Board of Curators in annual session.

The Reverend Doctor James C. Morris was relieved, owing to ill health, having tendered his resignation to the board. He has accepted a call to the pastorate of Melrose M. E. Church, at Kansas City, and has taken up his work there.

* * *

Professor Archibald Cary Coolidge of Harvard University, who has been lecturing in France under the auspices of the Alliance Francaise, delivered a lecture at Marseilles recently on "The United States as a World Power." He was applauded by a large and notable audience.

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The recently chosen legislative committee of the simplified spelling board has been organized. Professor Calvin Thomas of Columbia University was elected chairman, succeeding Professor Brander Matthews; Dr. C. P. G. Scott was reelected secretary and Colonel Charles E. Sprague treasurer.

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The National Academy of Sciences has elected Prof. Ira Remsen, of Johns Hopkins University, president, vice Prof. Alexander Agassiz, who retires after five years' service. The vacancy in the vice-presidency caused by the promotion of Prof. Remsen was filled by the election of Charles D. Walcott, secretary of the Smithsonian Institution.

* * *

The trustees of Tufts College have appointed Professor Frank G. Wren, A. M., dean of the faculty of arts and sciences and of the faculty of the College of Letters. He is thirty-three years of age;

is Walker professor of mathematics, head of that department of study, and is one of the youngest members of the faculty. He will succeed Professor Shipman, who has been dean for seven years and a professor in the college forty-three years, whose resignation will take effect July 1. Professor Wren is also general overseer of athletics at Tufts. He was born in Sharon, March 15, 1874, and prepared for college at Dean Academy, where he graduated in 1890. In the fall of 1890 he entered Tufts College and was graduated in 1894. During his senior year he was made instructor in mathematics in the Bromfield-Pearson School, the preparatory department for the engineering school. In 1896 he was appointed Walker special instructor in mathematics, and in 1899 assistant professor. He was made full professor in 1902. Professor Benjamin G. Brown, A. M., Walker professor of mathematics, died in 1904, and Professor Wren was immediately appointed to fill the vacancy. He is a member of the Phi Beta Kappa Society and of the Alpha Tau Omega Fraternity.

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Scot Butler, president of Butler College, Indianapolis, will sever his official connection with the college at the expiration of his present term. He has been connected with the institution for thirty-six years.

* * *

The memory of Dr. William R. Harper, late president of the University of Chicago, will be honored by the publication of a book on Old Testament and Semitic studies, compiled by a score of the leading authorities. The book will be published by the University press. Among the contributors will be Prof. Robert F. Harper, Dr. Harper's brother; Prof. George F. Moore, Harvard; Prof. Charles C. Torrey, Yale; Prof. Crawford H. Toy, Harvard; Prof. Charles F. Kent, Yale; and Prof. Paul Haupt, Johns Hopkins.

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Professor Leon Edward Ryther, present master of Dummer Academy, will not return to the academy the coming

year. Mr. Ryther was recently asked to resign, but on second thought the trustees at their last meeting reelected him for the rest of the year, and also tried to make a contract with him for succeeding years, but Mr. Ryther said that he would not return to the academy under any conditions. When he leaves, all the instructors will leave. Mr. Ryther will take full charge of the Concord Academy in Concord, Mass., the first of September and will take one of the present Dummer instructors with him.

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A professor of the Missouri Agricultural College, A. E. Grantham has resigned to accept a similar position in the Delaware Agricultural Station.

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Frau Elsbeth Muller Struss, who has had extensive experience in American schools and who was for ten years instructor in the German department at Wellesley, announces her Unterrichts—Pension, Hamburg, Germany, 24, Alsterkrug- Chausee. Frau Struss's close acquaintance with Americans enables her to understand their special needs and tastes, and to help them to a sympathetic appreciation of German life and customs.

* * *

A. M. Greene, professor of mechanical engineering at the Missouri University, has accepted the leadership of the new department of mechanical engineering at Rensselaer Polytechnic Institute, Troy, N. Y. Professor Greene will leave Columbia in August to take up his new work. A half-million-dollar building will be erected for the new department, and Professor Greene will receive a salary of \$4,000 a year, in addition to fees as consulting engineer. Professor Greene is a graduate of the University of Pennsylvania, and has been five years at the University of Missouri, where he has made an excellent record.

* * *

Harvey Remsen, president of the Johns Hopkins University, will deliver the address at the annual class day exercises of the Michigan College of Mines on May 3. Professor Remsen occupies an eminent position in the scientific world

and is a chemist of international renown. He will also speak at the University of Michigan and the University of Tennessee in June. A class banquet will be given on the evening following the exercises at the Michigan College of Mines.

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The board of governors of the University of Toronto has chosen as the new president of that institution Dr. Robert A. Falconer, M. A., LL.D., Litt. D., of Halifax, principal of Pine Hill College. Dr. Falconer is now in Naples, and the offer has been cabled to him there. He is forty-eight years of age and a native of Prince Edward Island.

* * *

Miss Gertrude Schopperle, Wellesley, 1902, a graduate student for the Ph. D., degree at Radcliffe College, has been awarded the European fellowship of the Women's Education Association, a fellowship awarded annually to some student who has begun "a piece of original research work, which, in the judgment of experts in the particular field of that work, promises important results for scholarship." Miss Schopperle will go abroad in July for the year.

* * *

Professor Amos N. Currier, dean of Iowa State University, and for forty years professor of Latin, has resigned. The board of regents immediately made him professor emeritus. Prof. Carrier recently was placed on the Carnegie Foundation list.

* * *

The executive board of the Missouri State University accepted the resignation of Dr. A. Ross Hill, who has been dean of the teachers' college. Dr. Hill has been appointed dean of the college of liberal arts of Cornell University, his alma mater.

The board at its meeting also elected Dr. E. H. Scharer of the Rockefeller Institute, New York, instructor in pathology. Edward J. White of Aurora, Mo., was appointed nonresident lecturer on mining law in the school of laws. H. S. Marsh of Tipton was appointed interne in the Parker Memorial Hospital at the university. J. R. Wharton of the

class of 1902 was appointed an instructor in mechanical engineering.

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The Peabody Museum of Archæology and Ethnology is making arrangements to send a party this summer to study the Nez Perces Indians in Idaho. The effort will be to learn something of the language and customs of this tribe, about which very little is known as they are a secretive people. H. J. Spinden, an instructor in the department of anthropology, will be in charge of the work, and will have as his assistant R. R. Hellman, a student in the Medical School. They will leave immediately after the close of the college year and will spend about six weeks in the work, after which Mr. Spinden will go on to Washington.

* * *

Professor John B. Watson, a member of the psychology department of the University of Chicago has left for a desolate and uninhabited isle in the Gulf of Mexico, where he will live, attended only by a servant, in the interests of science. His destination is not recorded on many maps, the island being out of the path of commerce, unpeopled, and for the most part barren of vegetation. It is a member of the Dry Tortugas group and is seventy miles off the west coast of Florida. The nearest point accessible to the island is Key West.

Prof. Watson's purpose in his visit to the island is to study a species of birds believed to be extinct in many parts of the world, and of rare value to zoölogists and psychologists. Scientists have made repeated observations on the islands off the east coast of Florida, and expect rich findings by Prof. Watson. Little is known of the birds which he will study. It is believed that those which nest about the island have kept away from mankind for centuries, and his observations may solve some of the missing paleontological links. For a long time these birds have excited wonder among zoölogists, and no attempt has been made to study them until the Carnegie Institute asked Prof. Watson to make the investigation at its expense.

Prof. Watson has attained note recently by his experiments with white mice. He has worked to prove that they have an extra sense not found in man. This is a sense of direction, in addition to sight, smell, feeling, taste, and hearing.

* * *

The third expedition to the West for collecting remains of extinct vertebrates has been made possible by the class of 1896 of Amherst College. The work will be carried on by Professor F. B. Loomis, assisted by J. H. Hubbard, '07, and C. K. Blanchard, '08, in western Nebraska, and the party will leave at commencement time for ten weeks in the field. On the two previous trips in 1903 and 1904 collections of eocene and oligocene animals were made, and this summer it is hoped to collect those of the miocene age. The college is already in possession of pliocene fossils, and these collections, showing the development of mammals in America, will form a distinctive feature in the new biological and geological building, which is to be started this spring.

* * *

In "World's Work" for April, there is severe arraignment of American colleges, by H. W. Rolfe, in an article entitled, "The Confessions of a College Professor." He says that a young man has very little opportunity to advance in the faculty of the average American college, as the few men at the head have autocratic power. Another objection which he raises is that the colleges do not give their students real service, that "colleges read about the world but do not go into the world."

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Don Carlos Taft, former professor of geology at the University of Illinois, died of apoplexy at his home in Chicago on April 1st. Mr. Taft was born in Swansey, N. H., in 1827, and graduated from Amherst College in 1852. He accepted the chair of geology at the University of Illinois in 1870 and ten years later moved to Hanover, Kas., where he established a bank, of which he was president until 1897, when he moved to Chicago.

James Addison Quarles, D D., LL.D., for the last twenty-one years professor of moral philosophy at Washington and Lee University, died at Lexington, Va., on April 14th. He was 70 years old and a native of Boonville, Mo., to which place his body was sent. He was a noted educator and writer, had filled pastorates in Missouri, and was for ten years president of Elizabeth Aull Female Seminary at Lexington, Mo.

* * *

Charles H. Hinton, formerly professor of mathematics in one of the collegiate institutions of Minneapolis and for the past two years chief examiner of the patent office, dropped dead on April 30th in the lobby of the Young Men's Christian Association building, Washington, D. C., as he was leaving the banquet hall where the society of Philanthropic Inquiry held its annual dinner at which Prof. Hinton responded to the toast, "Female Philosophers." His death was due to cerebral hemorrhage. He was born in London sixty-three years ago and was a graduate of Oxford and several other noted European universities. Prof. Hinton was the author of several books devoted to scientific research, chief of which the "Fourth Dimension."

* * *

Mr. William Godfrey Crosby, aged eighty-six, died in Brattleboro, Vt., April 2nd. He was born in Brattleboro in 1820. After graduating at Brattleboro Academy and Westfield Academy, he taught a few years, and then spent seven years on a whaling vessel in Oriental waters. He taught many years in New London, Norwich, Conn., and Stoughton, Mass., later becoming principal of Malden High School. While in Malden, in 1855, he married Miss Mary Ann Mayo of Cape Cod, who, like himself, was a descendant of Mayflower stock and a graduate of Brattleboro Academy. He was principal of an academy at Canandaigua, N. Y., and the Granger Place School for Girls in that city. He was a fluent speaker of Greek, Latin, French, German and Spanish, and after leaving Canandaigua he was professor of language in Forest Park University and Lindenwood College at St. Louis.

GENERAL COLLEGE NEWS

The sum of \$192,000, the largest single cash gift ever received by Williams College, will soon be turned over to the college to use in any way it sees fit. The sum comes from the estate of Mrs. Lura Currier, who died several years ago, and in her will arranged to transfer that amount to Williams upon the death of her stepson, Edward West Currier, who, as a life tenant under the will held the money in trust. The recent death of the latter occasioned the announcement of the gift. The college has not yet received the money, as the gift, by the terms of the will, cannot come to Williams until all other outstanding claims against the estate, with one exception, are settled. That one exception is Yale College, which, as residuary legatee, will probably receive some \$100,000. As Alfred C. Chapin, '69, gave to the college last year \$100,000 more with no stipulations as to use, the college now has \$292,000 of free funds for any purpose it desires.

* * *

A new undertaking of the Harvard Divinity School is the publication of a quarterly magazine, to be called the "Harvard Theological Review." The first number will be issued in January, 1908. Funds for the new work have been provided in part by the bequest of the late Miss Mildred Everett, who gave a sum of money to the Divinity School in pursuance of a plan suggested by her father, Rev. Charles Carrol Everett. The purpose of the new publication will be to record and further the progress of learning in the various fields of theological study, and also to discuss current problems and methods in such kindred departments as education, economics, sociology, and the history of religions, in so far as these are related to theological interests. The aim will be to maintain a spirit at once catholic and scientific, in sympathy with the purposes and activities of the Christian Church as well as with scholarly investigations. The annual volume of the Review, containing about 500

pages, will be regarded as the unit of publication. Comprehensive surveys by competent scholars of important contributions to theological literature with accounts of discovery and research, will be a feature of the magazine. A wide diversity of topics, corresponding to the manifold interests of the readers will be discussed, and the attempt will be to represent the various departments of theological work in proper proportion. There will be no continued articles, even though it may be necessary to devote a whole number to a single contribution. The Review will be conducted by a committee of the faculty of the Divinity School.

* * *

McGill University, Montreal, last month suffered two disastrous fires within two weeks. Early on the morning of April 5th, the McDonald Engineering Building was destroyed. The loss is estimated between half and three-quarters of a million dollars. It was supposed to have been the best equipped building of its kind on the continent. Nothing definite is known as to how the fire originated. The insurance is \$420,000. Certain collections which were destroyed cannot be replaced.

The second fire occurred on the morning of April 16th, and destroyed the medical building, one of the oldest and most valuable on the college grounds. In addition to the other equipment of the college medical building, the museum, one of the best on the continent, was destroyed. The museum had been forming its collection for nearly three-quarters of a century, and contained many priceless specimens. The magnificent library was saved. Dr. F. J. Shepard stated that the fire had destroyed his anatomical collection, which was famous throughout America.

* * *

Dr. Samuel Plantz, president of Lawrence University, Appleton, Wis., has announced that a gift of \$15,000 had been

received toward the \$150,000 which must be raised to meet the conditions of the general education board, which offers \$50,000 to the institution. The donor's name is not given out, but it is intimated that he is not a man of great wealth. On excellent authority it is stated that this donor has given over half his possessions in making the gift. In addition to this gift he has made a verbal promise to give the last \$10,000 toward the completion of the \$150,000 which is required. With the \$80,000 already subscribed, this means that \$33,000 is pledged toward the fund.

* * *

Work has begun on the Grace Hopkinson Eliot Hall, at Harvard, named for Mrs. Eliot, which is being erected out of the fund given for the purpose by Mrs. David P. Kimball of Boston. The hall, which will be for the use of Radcliffe students, will be built on the corner of Shepard and Walker streets, next to Bertram Hall, also the gift of Mrs. Kimball.

* * *

Two gifts of \$100,000 to Yale University have been announced. One of these is made under the will of William C. Eggleston, who died on March 25 in New York. The other \$100,000 goes to the university as a result of the recent death in New York of Edward West Currier. The bequest was provided for in the will of Laura Currier, who at her death some time ago left the property to Edward West Currier to hold in trust during his lifetime and then to go to Yale University. The fund is to be known as the "Nathaniel Currier Fund," and the income to be paid "to deserving students in need of assistance, preference being given to students coming from New York city."

* * *

A move is on foot to establish a state college to be supported by the Christian church in Kansas. Offers for the location of this institution have been received from Lyons and El Dorado. Lyons has offered forty acres of land worth \$100 an acre and has also agreed to raise one-fifth of the cost of the first college building which may be erected there. The

El Dorado proposition has not been worked out in detail. The matter of location in Kansas will be decided at the state convention of the church which will be held in the latter part of September or the first of October at Wichita. At this time the committee in charge of the matter will report to the convention.

* * *

By the will of William C. Eggleston, Yale University is to receive a bequest of \$100,000, the income of which is to be used for the purchase of standard works and rare editions for the general library of the university. Another \$360,000 comes to Yale library by the settlement of the estate of William B. Ross of the class of '52.

* * *

The statute of limitations was held to bar the Catholic University of America from recovering \$78,000 from John F. Waggaman, said to be due on notes executed to the late Thomas E. Waggaman. The jury in the case was yesterday directed by Justice Anderson to return a verdict for the defendant. An appeal will be taken.

* * *

The Ozark Normal College at Green Forest, Ark., was entirely destroyed by fire on April 15th. No insurance. Supposed incendiary origin. The fine new high school building at the same place was destroyed a short time before.

* * *

The special committee of the Iowa State Baptist Convention which was appointed last year to determine upon some plan for the consolidation of the Baptist colleges of the state has finally prepared a report. It provides that either Des Moines College or Central University of Pella is eligible as the location of the consolidated institution, but that the college to be chosen must first raise \$100,000 cash as additional endowment before Sept. 1, 1907, and meet certain other conditions named by the committee. This \$100,000 must be in cash, or in 5 per cent notes with approved security, payable on or before July 1, 1909. This sum must be an addition to the assets of the institution and must be secured exclusive of any funds contributed by Andrew Carne-

gie, John D. Rockefeller or the General Educational Foundation.

In event that only one of the two colleges shall comply fully with the conditions by Sept. 1, 1907, that college shall be chosen as the state denominational institution. In event that both of them meet the conditions, the location of the denominational college shall be determined by the convention in view of all the conditions existing at the time the convention passes upon the matter. In event that neither of the two schools meets the requirements, the denominational college shall be located at such third point as shall offer the best financial inducements therefor.

* * *

The new \$105,000 building of the German Theological Seminary of the Northwest at Dubuque, Ia., was dedicated on April 25th with appropriate ceremonies. The dedicatory sermon was delivered by the Rev. Henry Schmitt of Foreston, Ill., the dedicatory address by the Rev. Dr. John Balcom Shaw, and the address to the students by Senator Allison.

* * *

Professor Reddick's School for Girls, Americus, Ga., one of the best known colored schools in the South, had its largest dormitory completely destroyed by fire on April 11th. The building was a very large wooden structure and the loss is about \$3,000, besides the loss to individual students, they losing everything. The building was partly covered by insurance. The dormitory will be rebuilt.

* * *

William Pore, a retired steel manufacturer of Pittsburg, gave \$25,000 to the Carthage College, of Carthage, Ill. The money is part of a fund of \$200,000 the college is obliged to raise before Andrew Carnegie will erect the Carnegie Science Hall, a proposed addition to the Carthage College. This gift leaves \$75,000 yet to be raised.

* * *

By the terms of the will just filed in New York, F. P. Fernald leaves \$300,000 to Columbia University for the purpose of erecting a university residence

hall in memory of Royal Bleecker Fernald, who entered Columbia College as a member of the class of 1901 and who died before completing his course.

* * *

Phillips Exeter Academy gets \$20,000 by the will of Josiah H. Hobbs, late of Washington, but a native of Dover. During the lifetime of the testator's sister, Harriet N. Hobbs, the income is to be paid to her, and at her death all will go to Phillips Exeter to form the "George Frank Hobbs Fund" to aid indigent and worthy students, preference to be given to natives and residents of New Hampshire. George Frank Hobbs, of whom the fund is to be a memorial, graduated at Exeter in 1859.

* * *

Secretary Stokes of Yale University announced that the gift of \$300,000 to the university from the Rockefeller fund, conditionally upon the raising of \$1,300,000 from other sources, will be accepted. The university, he said, will make every effort to fulfill the conditions.

* * *

Valuable weather records and statistics of the soil survey department of the University of Illinois were destroyed by a fire in the south wing of the college of agriculture building on April 11th.

* * *

The boys' dormitory of Hargrove College, Ardmore, I. T., valued at about \$3,500, with about \$1,000 insurance, was destroyed by fire April 21st. The cause of the fire is unknown on account of the fact that all were at supper when the flames broke out. It is supposed to have originated from a defective flue. A large number of the boys lost all of their belongings consisting of clothing, books and bedding. The college will not discontinue, President Gross having made arrangements to accommodate all of the students who were losers by the flames.

* * *

The contract for rebuilding the East Texas College, which was burned some time ago, has been let. The building will be three stories and a basement and modern in every respect, costing when completed about \$30,000.

Andrew Carnegie has donated \$60,000 to the University of the South at Sewanee, Tenn., to be devoted to the erection of a science hall.

* * *

An additional story is to be placed on the new building for the Creighton School of Pharmacy, Omaha, which is now under course of construction, adjoining the Creighton Medical School. The new building will be four stories in height instead of three as was originally contemplated, and the additional story will be used for the pickling rooms for the storage of cadavers for the medical college. Work on the pharmacy building has been delayed because of the inability of the contractors to secure sufficient brick, but is now being pushed to completion and will be ready for occupancy before the fall term of school opens.

* * *

Mrs. Carrie Lane Catt has filed a trust deed conveying to the Iowa State College about \$70,000 worth of real estate in satisfaction of the spirit of the will of her late husband, George W. Catt, the engineer of New York City who sought in vain to bequeath the property directly to the college, which is his alma mater. In view of this action by Mrs. Catt, Attorney General Byers will not appeal the case in New York.

* * *

The Rippey Building, one of the largest of the Baker University group, Baldwin, Kansas, burned early on the morning of April 14th. Besides the men's and women's physical training department, the building contained the commercial college and art department. The loss is \$60,000 and the insurance \$15,000. Class work will go on as usual, and work will be started at once on a new building.

* * *

Sherwood Hall, a frame dormitory connected with Park College, Parkville, Mo., and a one-story frame building used as a dining hall, were destroyed by fire on April 24th. The dormitory was occupied by thirty girls, all of whom escaped, saving their personal effects. Other outbuildings were only saved by

the efforts of the students and citizens. The loss is estimated at about \$10,000, with \$3,000 insurance.

* * *

The contract for the new administration building of the Frances Shimer Academy, Mt. Carroll, Ill., will soon be let. The structure will be 107 by 44 feet. A balance of \$5,700 remains to be secured before the conditions of Mr. Carnegie are met by which he gives \$10,000 to the building and a total of \$45,000 accrues to the academy.

* * *

The gift of a splendid new site for the Johns Hopkins University made by the late William Wyman was conditioned upon the raising of \$1,000,000 to be added to the university's endowment. It is now announced that the sum has been raised, but it remains to raise the \$750,000 needed to provide new buildings and to pay the expenses of removal.

* * *

Plans are being prepared for the erection of the proposed new agricultural building at the University of Tennessee in Knoxville for which provision was made in the bill appropriating \$100,000 for that institution. The work of making much needed and long delayed repairs to the old buildings will be commenced at an early date also.

* * *

The late William L. McLane, of the class of '69, Yale, who died in 1903, made Yale residuary legatee after the death of his widow. The college, by her death, now comes into possession of about \$95,000 of well-invested funds. Owing to recent shrinkage of securities, the Ross legacy will not show the gain of \$110,000 estimated, but will supply about \$75,000 for maintenance of the new library over and above the sum of about \$250,000 used in building the structure. The Ross property is in stocks, bonds and some New York real estate.

* * *

A valuable addition to the equipment of the department of palæontology of the University of Toronto has been made by the donations of Byron E. Walker. To his recent gift of more than 10,000 geo-

logical specimens he has added his whole collection of books, numbering 645 bound volumes, besides pamphlets bearing on the specimens and upon the science of geology and palæontology.

* * *

An effort is to be made to erect a college building as a memorial to Methodist Bishop Charles C. McCabe on the grounds of the American University, Washington, D. C., of which university he was chancellor at the time of his death.

* * *

An expert appraisal has been made of the Jarves collection of paintings in the north gallery of the Yale Art School and its value has been fixed at about \$260,000. The collection was made by James J. Jarves during long residence in Florence, Italy, and consists of 120 pictures illustrating the rise of Christian art from the eleventh century to the beginning of the seventeenth century. It was mortgaged to the art school by Mr. Jarves in 1868 and finally secured at a cost not one-tenth of the amount at which it is now appraised, though at the time when it was acquired there was warm controversy over its actual value. One of the paintings is now valued at considerably more than the amount paid for the whole collection. It is noteworthy, also, that the famous Trumbull collection held by the art school and now available, was obtained at a cost of \$12,000 to Colonel Trumbull by the college in an annuity of \$1,000 a year for twelve years.

* * *

By the terms of the will of the late Thomas P. Salter, a former New York merchant and member of a Portsmouth, N. H., family, a sum amounting to about \$300,000 is left to Dartmouth College, \$100,000 of which is set aside to establish two scholarships for students from Portsmouth. The remainder of the bequest may be expended as the trustees of the college direct.

* * *

The New Hampshire State College at Durham will soon have a \$20,000 dormitory for young women. At a meeting of the board of college trustees it was voted to take \$10,000 of the money appropri-

ated for the college by the recent Legislature and add to it the \$10,000 offered the institution by the late Mrs. Hamilton Smith of Durham for the purpose.

* * *

The contract has been awarded for the erection of the new gymnasium at Wartburg College, Wartburg, Ohio. The new building will be 42x66 feet in size, constructed of Clinton white pressed brick, with Bedford stone trimmings, and will be one of the finest and most perfectly appointed gymnasiums in the state.

* * *

Mrs. Grace Redpath, widow of Peter Redpath, of Montreal, who died in London, England, recently, left \$150,000 to McGill University, Montreal.

* * *

Benjamin Thaw, of Pittsburg, has donated \$50,000 to the fund for the proposed new building for the Western University of Pennsylvania. Mr. Thaw tendered the subscription to Chancellor S. B. McCormick some time ago, but the fact was not made public until recently.

* * *

The curators of Stephens College, Columbia, Mo., have let the contract for working plans and specifications for the \$50,000 conservatory of music and gymnasium to be erected on the college campus here. It will contain forty music rooms, besides gymnasium and reception rooms, and will be completed by the opening of the school session next September. The curators will also add some twenty dormitory rooms and practically double the size of the present building.

* * *

Mr. N. V. Tchaikovsky, the prominent Russian revolutionist, who recently visited the Harvard University and spoke in the Union, has given to the college library all the publications of the Socialist-Revolutionary party in Russia since 1902, which include ninety-six books and pamphlets and a full set of the periodical "Revolutsionnaya Rossiya."

* * *

The semi-centennial of Blackburn College, Carlinville, Ill., is to be celebrated in June this year. The charter was granted by the Illinois legislature in 1857. It is one of the three most valuable col-

lege charters in Illinois. All property is exempted from taxes forever. The other two fortunate colleges are Lincoln, at Lincoln, Ill., and Northwestern at Evanston.

* * *

With interesting exercises and in the presence of many invited guests, the new buildings of the New York State College of Agriculture were formally dedicated and opened on April 27th. Governor Hughes, in behalf of the state, handed over the buildings to Cornell University and the address of acceptance was delivered by President Schurman.

* * *

The campaign inaugurated by Hon. Marvin Campbell, of South Bend, Ind., to add \$10,000 per year for five years to the current expense fund of the DePauw University has been brought to a successful issue. This will allow the administration to arrange for an increase of faculty to take care of the greatly increased student body.

Two new lectureships will be established this year at DePauw University. The Mendenhall Foundation, created by the late M. H. Mendenhall, D. D., of Union City, Ind., provides a fund of \$12,000 to \$15,000 for lectures on the Bible. The Beamer lectureship, founded by the late Mrs. K. D. Beamer, of Kokomo, Ind., provides for a fund of \$3,000 for a lectureship on Christian missions. The lecturers for both these courses will be announced at the beginning of the next college year.

By the will of the late Milton S. Durham, of Terre Haute, Ind., an alumnus of DePauw University, the University receives about \$35,000 for general endowment. This makes a total of approximately \$150,000 that has been added to the general endowment fund of the University within the past year.

For next year the English work at DePauw is to be enlarged. Rhetoric and English composition will be made into a new department. Professor N. Waring Barnes, K. B. and A. M. of Columbia University, and now assistant in English at the Ohio Wesleyan University, will be the first occupant of the chair. He

comes highly recommended as a gentleman and as a professor.

Full financial arrangements have been made for the new \$50,000 library at DePauw. By this time the architect has been selected and soon the contract will be let. It is proposed to house the general library and the departmental libraries in the new structure. The building is the gift of Mr. Cernegie; the \$50,000, which endows the library, was given by the alumni and friends of the university. The coming June marks the seventieth anniversary of the founding of the university, and it is hoped that it may be celebrated in a becoming manner. In the March seventh number of *Leslie's Weekly* Mr. Guy Morrison Walker, in an article on "Where Our Prominent Men Come From," based on "Who's Who," states that DePauw University heads the list of colleges whose graduates are found in that book. This of course is in proportion to the total number of alumni.

* * *

The settlement of the estate of the late William B. Ross of the class of 1852, who left almost the whole of his property to Yale University library, shows that the library will probably receive about \$360,000, instead of the \$250,000 mentioned in the president's report of 1904. This will probably leave about \$110,000 for the support of the new library addition, the cost of which will be about \$250,000. It is likely to be opened at the beginning of the next college year. While adding greatly to the general library facilities, it will also result in larger working expenses, and the total revenue from library funds is now only about \$22,000 a year.

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A new brick structure, it has been announced, will replace Dunbar Hall, the dormitory burned at Exeter Academy last month. Only portions of a front wall remain of Dunbar Hall.

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The contest of the will of the late Edward Dunn, former president of the Boston University corporation, was filed last month, and as a result \$200,000 will be distributed to the Boston University, the Methodist Preachers' Society, the New

England Deaconess Hospital and Training School, and a few relatives and employes. Under the will Boston University receives a bequest of \$60,000 to establish a professorship and a similar sum for general expenses.

* * *

Among recent benefactions given by Mrs. Russell Sage is one of \$75,000 to the Syrian Protestant College in Beirut, Turkey, in Asia. The gift was mostly given through the influence of Dr. George E. Post, a member of Bennington College faculty.

* * *

Fire on the horticultural grounds of the Missouri State University on the morning of April 22nd, burned a stable, a shed containing \$1,000 worth of tools, a power spray and several vehicles. Including the buildings the loss was about \$3,000. There was no insurance.

* * *

Buford College for Young Ladies, Nashville, Tenn., is to be enlarged by the erection of a two-story brick building, which will increase the capacity of the school about 150 per cent. The growth of the school and the large number of applicants for admission who cannot now be accommodated necessitate the erection of the new building.

An ornate two-story brick building, with stone foundation and slate or tin roof, will be erected. The proposed building will cost in the neighborhood of \$16,000. It will be modern in every respect and conform to the newest and most practical school ideas. It will be steam heated, equipped with water and electric lights, and thoroughly sanitary. It will increase the accommodations of the school to 125 boarding pupils, in addition to the faculty. The present accommodations are for but sixty, including the faculty.

The new building will contain dormitories on the upper floor and the lower floor will be given up to class rooms, music rooms and a large chapel. The old building will be converted into dormitories. The new building will be probably within thirty or forty feet of the old one, and will probably be connected with it by a closed passway. It

will be ready for occupancy by Sept. 1.

Buford College was established at the present location five years ago as an experiment, being leased by Mrs. Buford for one year. At the expiration of the first season the lease was renewed for five years, and has yet one year to run. The lease has been renewed for ten years from the expiration of the current term. Buford College campus contains about sixty acres, much of it beautiful woodland. The school conducts its own dairy and vegetable garden, and educationally it has achieved much deserved fame.

* * *

The Gilman School, Cambridge, Mass., was opened twenty-one years ago by Mr. Arthur Gilman, who laid the foundation of what is now Radcliffe College. When the school outgrew its earlier quarters, Mr. Gilman planned and built the school-house now in use. He also erected, near by, its residence for pupils, called Margaret Winthrop Hall. In the desire to perpetuate an excellent school, from which impaired health has compelled its founder to retire, some of the friends of Mr. Gilman have joined in incorporating, under the name of The Gilman School, what he had originally called The Cambridge School for Girls. The Gilman School is now incorporated as a permanent institution for the judicious education not only of girls who intend to pursue a subsequent college course, but of all girls who wish to become intelligent women and to acquire the culture essential to the well-bred person. It aims to teach girls habits of self-control which have stood the test of experience; to develop right character and to meet the needs of their physical life. Instruction is given in small classes. No single course of study is prescribed for all alike, but that course is planned for each pupil which she personally seems to require. Instruction in special topics is provided at the discretion of the head mistress. There are no regular examinations, except in the college-preparatory courses, but such tests and reviews are given in all studies as thorough training requires. The school is organized into four departments, adapted for pupils of all ages.

1. The primary, for little girls. 2. The intermediate, for girls between the ages of eight and twelve. 3. The academic, for older girls who do not contemplate a subsequent college course. 4. The college preparatory, for girls who intend to go to college. The Gilman School has for many years prepared students for the several colleges for girls, and will continue to do so. But it has long been considered a preparatory school for Radcliffe College, and it is intended to strengthen and emphasize that connection.

* * *

Andrew Carnegie has made a gift of \$6,000,000 to the people of Pittsburg. Of this amount \$4,000,000 in 5 per cent first mortgage bonds of the United States Steel Corporation is added to the present \$4,000,000 endowment fund of Carnegie Institute. One million dollars in cash is given to the Carnegie Technical School for the erection of new buildings and an additional \$1,000,000 in 5 per cent bonds is set aside as an endowment fund for the new buildings when they are completed. Mr. Carnegie's gifts make a princely total of \$25,000,000 which he has given to the people of Pittsburg. He

strongly disapproves of the directors of the art galleries purchasing paintings by old masters, saying they should patronize the artists of the present day. It is the expressed wish of the iron master that the principal schools take precedence over all other institutions. A pension fund for the employes of all departments of the Carnegie Institute, the Carnegie Library and the Technical schools is provided by Mr. Carnegie.

* * *

According to the *Yale Alumni Weekly*, the property of the university in New Haven which is exempted from taxation is appraised at \$9,431,150, an increase of \$255,000 over the appraised tax exemptions of last year, though this increase does not necessarily represent actual additional values subtracted from the New Haven grand list. Of the total exemptions about \$1,370,000 belongs to the Sheffield Scientific School. The old campus, as land, is valued at \$1,033,400, and the buildings on this campus at \$2,483,500. The appraisals are high on many of the buildings as compared to actual cost. The valuations are placed, and as they are exemptions there has been no occasion to appeal for their reduction.

MODERN BAYARD TAYLOR TRAVEL IN EUROPE

Ever since the days of Roger Ascham and Sir Thomas More, Englishmen have considered the "grand tour" of the Continent the necessary finishing touch of a complete education. So their Clive Newcomes, their Gwendolin Harleths see Berlin, Paris and Rome as a matter of course. Americans, too, are mostly desirous of seeing the wonders of the older civilization, but on account of the greater expense and the wholesome American idea that a young man's first duty is to make himself useful and earn a position for himself in the great social and industrial organism of this country, the grand tour is generally put off until the years of mature manhood. However, there are numberless young Americans that feel that a tour of this kind would be of the utmost advantage to them in every way. That their ideas of

art, architecture, European history and administration can be but crude, without having seen the Louvre, the English cathedrals, the "stones of Venice," the admirable workings of municipal government of Berlin. They also know that in order to understand our exceedingly complex national life, we ought to be somewhat familiar with the countries from which our heterogenous population has come. The tour will be almost as great an aid to the young American as a college course, he knows, but in many cases he fears the expense. Concerning this element there has been too much misapprehension. It is thought that only the wealthy can enjoy and afford a trip to Europe. But the truth is that a tour of the leading countries of Europe can be made with great comfort and endless enjoyment for less than one-half the

expense of a tour of equal duration in this country, and that it is just the wealthy that do very often not enjoy the tour half as much as the ardent young student who travels in Bayard Taylor fashion. Who can imagine a more fascinating life than that portrayed in Bayard Taylor's *Views Afoot*, the most celebrated book of travel, or Lee Merriweather's *Europe on Seventy Cents a Day*. Free as a bird, the young student travels from place to place. Daily new wonders of artistic or natural beauty crowd about him, sweet memories of noble lives meet him everywhere, the hills and castles are eloquent with the deeds of former generations. New light breaks upon him. What he has only dimly surmised becomes a reality, the history of his dear home, and native land is illuminated by what he sees. He travels slowly enough to let his memory gain a firm hold on the things he sees daily, and thus he accumulates a priceless treasure for all his life. He can now carry the great and beautiful of the world with him on his daily walks. Compare this traveler with the only too common persons whose purpose is to "do" Europe, to be able to say they have been there. Endowed with more cash than brains, and finer sensibilities, they rush from capital to capital, if possible on the night express, hire a cab, drive from gallery to gallery, checking off the pictures they see in their catalogue, sometimes one seeing, the other checking off to save time, thence a furious drive to all the churches, palaces, tombs, parks, manufactories of potteries, theatres and places of historic interest, religiously following the route laid down in Bædeker's guide book, and returning home with a collection of miscellaneous, undigested, half formed impressions, their head a witch's caldron, boiling with a murky mass of deformities. Still these persons, having at least independence of movement, are in a more desirable condition than the poor individuals who doom themselves to travel in "personally conducted parties," to be hauled like logs from city to city, from "sight" to "sight," suppressing all individual longings and desires, bound to the inexorable will of the "personal conductor." These parties often

"do" Paris in one or two days. Sitting in the room of the Venus de Milo in the Louvre one day, the writer saw two of these unfortunate parties conducted past this master work of human genius "like dumb, driven cattle." The conductor of the band paused about a minute before the statue, saying: "The celebrated Venus de Milo, found on the Island of Milo by a poor peasant. Statue cost \$5,000." Then an unoffending old Yankee remarked modestly: "Was her arms always off?" But no heed was paid to his pertinent question, on went the party, glancing right and left on the wonders of art there stored, out to their carryall to drive to Pere Lachaise.

What enterprising and young American would choose such a mode of travel when he can have the opportunity to see what appeals to him, to study what specially interests him, to become acquainted with the life of the people, to collect lasting and distinct impressions, at a trifling expense, being all the time his own master. The so-called "grand tour" can be taken for \$250.00 from New York, by a person who is satisfied with good, substantial fare, and modest but clean hotels. This sum includes all expenditures for steamer and railroad fare, hotels, admissions to galleries, concerts and operas, for a trip of three months. We will say the traveler, being patriotic, takes the American line to Southampton, spends two weeks in England, seeing Salisbury Cathedral, Oxford, Stratford, Warwick, Kenilworth, Windsor, Stoke Pogis, with Gray's Country Church yard, Hampton Court and London. Takes steamer up the Rhine to Frankfort, thence a round trip to Berlin, Dresden, and Thuringia. Heidelberg, the gem of Germany, Strassburg, with its noble cathedral, and the dreamy and romantic Black Forest are then visited, and a two weeks' tramp taken among the wonders of glaciers and mountains in western Switzerland. Then a three weeks' tour in sweet, beautiful Italy, visiting especially Venice, the splendid "Queen of the Adriatic," Florence, the mother of modern art, and Rome; the traveler finishing his tour by seeing Paris. A trip like this is entirely within the limits of the above sum, and the traveler need

never submit to any of the privations described by Bayard Taylor.

The items of the expense for the trip would be as follows:

Railroad fare	\$ 50 00
Steamer, second cabin, round trip	70 00
Hotel expenses	110 00
Miscellaneous expenses	20 00
	<hr/>
	\$250 00

To remain within this figure the following simple rules ought to be observed:

Avoid the hotels patronized exclusively by tourists; in these the rates are unusually high and no opportunity is given to see the life of the people among whom you are traveling. Commercial hotels, with reasonable charges, are found everywhere; the larger cities have private hotels, called *Pensions*, where good board and lodging may be procured at very reasonable rates; and the village inns in Europe are uniformly clean and moderate in charges. The hotel charges need not exceed \$1.50 per day, and will often be lower if proper care is taken in the selection of hotels. A knowledge of the language of the country in which you are traveling is of the greatest aid in reducing the expenses and enabling the traveler to study the life of the people. This knowledge need not be extensive, only enough to express the most ordinary wants, and carry on a simple conversation. Europeans will usually charge double prices when obliged to speak a foreign language, and they appreciate and encourage the efforts of foreigners to master their vernacular.

In railroad traveling third class is sufficiently comfortable in England and Germany, and in other countries second class should be taken. If the tourist takes circular trips, returning to the place of his departure, he may always procure circular tickets at greatly reduced rates, for instance, the cost of the fare for the whole Italian trip is less than twenty dollars.

Baggage is a most expensive luxury in European travel; it makes the tourist dependent on the voracious horde of cabmen, baggage-carriers and commissionaires, swarming in all the larger cities. It should, therefore, be reduced to the narrowest possible limits. One large

piece may be sent ahead from city to city, the tourist meeting it about once a week to replenish therefrom the smaller store he carries with him. The latter ought not be more than can be carried by the tourist himself for moderate distances if necessary. Bayard Taylor's knapsack is the best method of all, especially in mountain tours.

Do not use guides or commissionaires; they are mostly ignorant, and information obtained from them is untrustworthy. Many travelers are so pitifully helpless that they do not venture to walk a few blocks without a guide, to whose senseless drivel they listen with pious credulity. But to the independent and adventuresome tourist these guides are an utter abomination; he prefers to get his information from a standard guide-book like *Bædeker* or *Hare*, and relying on his own resources, soon develops the ability of finding his way better without, than with a commissionaire.

Good guide-books like the above named are indispensable; they give city maps, historical notes, a list of the sights and hotels, in fact, all that is of help and interest to a traveler. By familiarizing himself with them before beginning his tour, the traveler will soon feel at home in the cities and countries visited. Much time and expense is saved by mapping out the whole tour before it is begun, the ability to modify such plan always remaining.

The police of European cities will always protect the tourist from overcharge by common carriers, and a threatened appeal to an officer brings the unreasonable cabman or gondolier to terms like a charm. Tariffs are everywhere fixed by the municipalities, and these ought to be strictly adhered to by travelers who do not wish to be despised as green and inexperienced.

To the traveler who will in some way conform to the modes of life of the particular country he is visiting, who will respect his hosts and not exhibit the supercilious disdain for which Britishers are noted, a tour in Europe will afford endless and unexpected pleasure and instruction; a tour taken in this manner is within the means and possibilities of any young man of enterprise and love of adventure.

AROUND THE CAMPUS

In answer to President Faunce's appeal for the suitable marking of rooms in the Brown University dormitories occupied by famous graduates, H. P. Dornon of the class of '96 has offered a portrait of John Hay, '58, to be hung in 44 Hope. Under the portrait is to be placed a metal plate with an inscription indicating the dates at which Mr. Hay occupied that room, from the fall of 1856 to the spring of 1858.

* * *

The executive committee of the board of curators of the Missouri State University, decided to change the schedule of the University to five school days in the week, instead of six, as at present. The sixth day, although there will be no classes nor lectures, will not be a holiday. It will be a day devoted to study, and students will be under restrictions.

* * *

Tufts College is to become a station in the Boston postoffice district, which assures increased accommodations with a carrier service.

* * *

Graduates of Johns Hopkins University are protesting against the recent action of the trustees in admitting women to the graduate courses of study. Arthur W. Machen, a graduate and an honor man, and now a lawyer, resigned from the Johns Hopkins Club for this reason. Others are reported to be following his example. In a published statement Mr. Machen says:

"Any woman who forces herself in an institution where she is not wanted by the students or alumni is unworthy of her sex, and the influx of this class will drive away the very class of men we want at the university. I am disgusted with the whole affair, and I voice the opinion of the students and the alumni."

* * *

Some two years ago there was organized at Yale a tutorial board, consisting of seventeen of the academic de-

partment faculty. It was to have a kind of advisory and social relation with the sophomore class, each member of which was assigned to various members of the board for advice and influence, particularly in the matter of studies. The board now includes ten professors and six other instructors. It was intended to a certain extent, to take the place of the old division offices under the "required" system of study which preceded the elective plan. Inquiry now goes to show that the scheme has not been very successful, and there is talk of giving it up, the sophomore class not having proved responsive in the matter of voluntarily seeking advice, particularly in matters of scholarship.

* * *

The Mask and Wig Club, the amateur dramatic organization of the University of Pennsylvania, has just completed the most successful season in its history. During Easter week the club drew more than \$21,000 in the production of "Herr Lohengrin." This does not include the receipts of the productions in Buffalo, Atlantic City, Pittsburg and other cities. A year ago the club turned a balance of more than \$5000 into the treasury of the university.

* * *

The statistics of the life-work of the graduating classes at Williams College have just been given out, and reveal an astonishingly large number of students going into business and a peculiarly small number who will take up teaching. Of the 99 in the class, 33 men will go into various lines of business and 4 will take up banking, making nearly two-fifths of the class in non-professional work. Of the remainder 19 are still undecided, 13 will study law, only 8 will teach, 7 will take up graduate work in a technical school, 5 will study medicine, 3 the ministry, 2 will go to forestry schools, 1 will enter newspaper work and 1 each will study in graduate schools of architecture, classics, philosophy and English.

Chicago is to have a college woman's club, with parlors, reading and dining-rooms. At a meeting of about five hundred college women lately held in Handel Hall, Mrs. Thomas Balmer, a Vassar graduate, was made chairman of the executive committee. The other members of the committee are: Miss Grace Jackson of Wellesley, Mrs. Barrett Poucher of Rockford, Miss Isabelle Lynde of Bryn Mawr, Miss Gertrude Gane of Smith, Miss Esther Witkowski of Vassar, and Mrs. P. S. Peterson. Miss Witkowski asserts that there are 2000 women in the city eligible for membership, and that though most women's colleges have alumni associations none have club-houses, which she thinks very desirable.

* * *

Tulane University, New Orleans, is trying to raise funds to provide for an architectural course in the University. No Southern college offers such a course, and the young men of the South are compelled to go as far North as Philadelphia and New York to receive instruction in that subject and in addition to this the architecture taught in the North is not in every respect suited to the sunny Southland. It is hoped that this course may begin next session. It is also probable that a library course will be offered for the coming year. In the North and West regularly trained librarians are employed in all city schools. Since the great Carnegie library is to be located in New Orleans, and the superb Howard Library, the libraries of Tulane and Newcomb and others are being developed, it will require but little money to establish a training school for librarians. It is thought that such a course will be offered next year.

* * *

All high schools of the State, including those that give no work in foreign language, will be accredited by the university hereafter as a result of the action just taken by the faculty of the University of Wisconsin. The only requirement is that the course of study of the high school be equal to that recommended for a four years' high school curriculum by the State superintendent of public instruction, and that this course of

study be given in a satisfactory manner. The graduates of such an approved school will be received by the university without examination on the presentation of a certificate showing the satisfactory completion of fourteen required unit courses and containing the recommendation of the principal. Manual training will hereafter be accredited as one unit toward entrance, and the students will be permitted to present one unit of optional study. Commercial subjects to the extent of one unit will also be permitted as a part of the required work for entrance. History and science have been removed from the list of subjects required of all, and henceforth will be optional. Spanish will be credited for entrance and two years of Latin will likewise be accepted. These changes meet with the approval of the committee of the Wisconsin Principals' and Superintendents' Association, appointed at the last meeting of that body to confer with the university authorities in regard to the entrance requirements.

* * *

A slight coldness is reported to exist between the Amherst students and the sweet girl undergraduates at Smith College, across the river. The girls say it is not their fault, but the boys vow that it is. Amherst, or its student body, announces that even a worm will turn at last, and that this particular worm is going to turn by having recourse to that modern weapon, the boycott.

The complaint of the Amherst men is that they have been second fiddles in the Smith social orchestra altogether too long. Perhaps it is true that "familiarity breeds contempt," anyhow, the Smith girls, having always had their Amherst neighbors at their beck and call for house dances, tennis tournaments, teas and the like, have got into the way of loftily overlooking them when any really important function is on the carpet.

The annual glee club concert is one of the Smith College events that really count, invitations to which are greatly desired. But some five or six years ago Amherst began to be obscured on the Smith horizon as the glee club concert drew near by Harvard, Yale, Cornell and Princeton. The girls sent their invitations to their

man friends in these colleges, and only when it was imperatively necessary to have somebody to "fill in" did an Amherst representative get one. The Amherst men have borne it, hoping the tide would turn, but it has not. Therefore the boycott. If Amherst students may not attend Smith's glee club concert they will not grace its pink teas. They will turn down all invitations till they get the ones they want.

The girls do not appear worried by the boycott. For the most part they have done nothing but giggle about it. Some of them say haughtily: "We girls simply have to make those Amherst men keep their places. If we'd let them, they'd act as if Smith were an Amherst annex, and try to run our college. Besides," they add, "just wait till we get our new summer clothes, and that boycott will dissolve into thin air."

* * *

Eleven fellowships will be granted by the University of Kansas next year in the following departments: German, romance languages, English, education, mathematics, chemistry, American history, European history, sociology and economics, philosophy and zoology. Fellows are not allowed to devote more than seven hours per week to the department, and are paid \$215. Graduates of any college of accredited standing are allowed to apply for the position of fellow.

* * *

A scholarship at the University of Chicago will be established by the Chicago chapter of the United Daughters of the Confederacy for sons and daughters of confederate veterans residing in the south. A school tuition amounting to \$120 each year for three years will be provided by the university, the local chapter of its friends to raise \$150 each year for student's expenses.

* * *

Two Yale students were arrested charged with firing a rifle from the windows of their room and endangering the lives of the neighbors. In court they testified that the cats had so multiplied in the neighborhood that their nightly concerts were a nuisance and made study impossible. The students were fined \$1

each, and costs. They at once asked the Chief of Police for permission to use a rifle on the cats, but were refused on the ground that he had no power to abrogate the city ordinance. The students next applied to the Mayor for a permit and were refused on the same ground. A citizen protested to the mayor against granting their request, adding that should it be granted he himself would ask for a permit to use a rifle on Yale students of the neighborhood, who made much more noise than the cats.

* * *

Theodore H. Shonts has presented Drake University, Des Moines, with fifty service scholarships of \$50 each, to become effective at the beginning of the 1907 school year. These scholarships will be named the Theodore Harry Shonts service scholarships, and will pay the tuition of laboratory assistants and a large number of student workers.

* * *

V. K. Wellington Koo, a Chinese student, won the first prize in the annual debating competition of the Philolesian Literary society at Columbia university. This society is the oldest of its kind at the institution, and its annual competition attracts much attention. Koo has made a remarkable record at the university, for, unlike the rest of his countrymen there, he takes part in every form of student activity. He has made himself so popular that his victory was applauded by all undergraduates. Koo is identified in more literary activities at Columbia than most of the white students. He is managing editor, too, of the literary monthly, editor of the Spectator, a daily paper; the Columbian, an annual record of the university, and the Dorms, the dormitory organ. He also has engaged in track athletics.

* * *

Notice has been sent to the preparatory schools of the change by which choice between two groups of studies has been advanced to the beginning of freshman year in the scientific school at Yale. In one of the two groups the mathematical study will be elementary calculus, general biology taking the place of part of the mathematics and mechanical drawing. Al-

lowing for difference in the number of classes, at the present rate of gain the number of students in the scientific school will in five years equal those in the academic department.

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Two of the Amherst Alumni associations now have publications. The Amherst Club of Chicago has recently published the *Western Alumnus* and the St. Louis Association publish the *Growler*.

* * *

Corduroy trousers are now becoming the distinctive form of costume worn by upper classmen at Northwestern. Aside from the natty, well dressed appearance so peculiarly characteristic of corduroy, which in this case was a minor consideration, the chief factor in determining the choice of the students was the extreme durability which the material always shows. Some of the juniors have declared that they intend to wear them during the remainder of their college course, and not only that, but that they purpose to keep them as mementoes during the rest of their natural lives, to be worn only on gala days, and to be handed down as priceless heirlooms to succeeding generations.

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The flag rush is to be abolished at the University of Cincinnati and a committee has been appointed to devise a suitable substitute for this strenuous annual struggle between the freshman and sophomore classes, which for years has been a part of the life of the university.

* * *

Harvard athletic authorities have decided to retain football this year. A committee appointed last year to look into the state of Harvard athletics has made the following recommendations: That the number of intercollegiate contests be lessened, that as soon as possible professional coaches shall be abolished, and that a graduate manager shall be appointed, who shall have charge of all branches of athletics, a position similar to that of Charles Braid, the Michigan graduate manager.

* * *

Few people realize to how great an extent young men of foreign nationali-

ties are taking advantage of the educational facilities granted by our great American universities. At the University of Illinois there are this year, as students, representatives from Japan, India, China, the Philippines, Mexico, Argentine, Greece, Spain and Bulgaria. They are entered in all the different courses offered, and are proving among the best students at the State University.

* * *

Efforts are being made to greatly increase the funds available for the reduction of term bills at Oberlin College, and the success which has already attended these efforts gives ground for the hope that such an amount may be secured that no worthy student need be prevented from enjoying the privileges of the college because of his inability to pay term bills. Any student who receives beneficiary aid from the college may be called upon to render services to the college as an equivalent for any part, or all, of the money so received.

* * *

"The opening of the doors of Johns Hopkins University to women was simply a matter of justice and common sense," said President Remsen, in commenting upon the change when the trustees decided to admit women students to the graduate courses. "Hopkins is practically the last of the universities to take this step," continued Mr. Ramsen. "Women students who wished to take advance study should have the opportunity to work side by side with men and receive the same advantages. We have not had many applications from women and do not expect many."

* * *

During the last year, the employment agency of Chicago University secured positions for 480 students. These men reported having earned \$50,000, while it is estimated that at least \$20,000 more was earned but not reported. The president of a motor car company in that city made the statement that he intended to recruit all his forces with university men. Such men, he thinks, are able to grasp new contingencies, constantly arising in business, quicker than employes without the higher education. This opin-

ion voices the feeling of many business men who have had experience with college students in this way.

* * *

Chicago University men have earned as much as \$80 a month by half days, and women often reach as high as \$13 a week. Young students without any experience have secured positions from \$1.50 to \$3.00 for Saturday work as salesmen in the large department stores.

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Owing to the necessity of cutting down the football schedule, Princeton has dropped Dartmouth, and there will be no football game played between the two institutions next year. The score of last year's game between the two teams stand 12 to 0 in favor of Princeton.

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Conditions at the University of Illinois are decidedly favorable for the self-supporting student, as shown by an investigation recently made by an official connected with the Employment Bureau of the local Young Men's Christian Association. According to this investigation over one-fifth of the students are engaged in various kinds of work in order to pay in part or wholly for their college education. Positions connected with the boarding clubs, such as commissary, waiter, or dishwasher, offer the best opportunities and it is estimated that over three hundred students pay at least for their board by such work. One hundred and fifty students pay a large part of their expenses by taking care of furnaces during the winter months. Many others utilize Saturdays and occasional afternoons in working by the hour on the University farm, in offices, or about the gymnasium. Twenty-five students are engaged in the profitable work of running laundry agencies or collecting laundry bills. One student engaged as a laundry agent has paid all his college expenses thus far and has a surplus of two hundred dollars. A number of students possess typewriters and realize a good profit by transcribing these. Many engineering and chemistry students secure daily work in the laboratories.

The business men in the towns help out the needy students. In five of the banks students are engaged as night watchmen, in four stores there are student clerks, and in many of the buildings students are given janitor work. Owing to the rapid increase in the number of students the competition for the better jobs is growing, but the needy student will always get a chance.

* * *

In unison with the men of Ohio State, Delaware and Western Reserve universities, the men of Oberlin College have formed a Civic Association with the object of getting college men, both students and faculty, awake to the practical problems and affairs of modern politics and business. It is the intention of the Ohio League to invite many public men such as President Roosevelt, Secretary Taft and Mayor Tom L. Johnson to make the circuit of the four schools, speaking upon some practical problems. A chance will be given also for every member of the several clubs to meet the speaker personally and talk with him, thus getting college men into direct touch with the men who are getting results in practical affairs. It provides for monthly meetings to be held on the second Saturday night in every month. A programme is to be given at each meeting, in which political affairs are to be discussed. As often as possible there will be substituted for this regular meeting an address by some notable man.

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In the new annual catalogue of the Louisiana State University, which has just been issued, it is announced that the subfreshmen or preparatory department which has been maintained heretofore will be omitted, beginning with the session of 1907-08. The management of the institution believe that, while the abolition of this department may have its effect upon attendance for a short time it will eventually prove a benefit in the matter of increasing the standard of the curriculum. Several other changes are announced in the law and agricultural departments, the latter to be modeled somewhat after the University of Minnesota.

PRESIDENT ROOSEVELT'S ADDRESS TO HARVARD STUDENTS

In speaking here at the Harvard union I wish to say first a special word, as one Harvard man to his fellow Harvard men. I feel that we can none of us ever be sufficiently grateful to Colonel Higginson for having founded this Harvard union, because each loyal Harvard man should do all he can to foster in Harvard that spirit of real democracy which will make Harvard men feel the vital sense of solidarity, so that they can all join to work together in the things that are of most concern to the college.

It is idle to expect, nor indeed would it be desirable, that there should be in Harvard a uniform level of taste and association. Some men will excel in one thing and some in another; some in things of the body, some in things of mind; and where thousands are gathered together, each will naturally find some group of specially congenial friends with whom he will form ties of peculiar social intimacy. These groups—athletic, artistic, scientific, social—must inevitably exist. My plea is not for their abolition.

My plea is that they shall be gotten into the right focus in the eyes of college men; that the relative importance of the different groups shall be understood when compared with the infinitely greater life of the college as a whole. Let each man have his special associates, his special interests, his special studies and pursuits, but let him remember that he cannot get the full benefit of life in college if he does nothing but specialize, and that, what is even more important, he cannot do his full duty by the college unless his first and greatest interest is in the college itself, in his associates taken as a mass, and not in any small group. One reason why I so thoroughly believe in the athletic spirit at Harvard is because the athletic spirit is essentially democratic. Our chief interest should not lie in the great champions in sport. On the contrary, our concern should be most of all to widen the base, the founda-

tion, in athletic sports; to encourage in every way a healthy rivalry, which shall give to the largest possible number of students the chance to take part in vigorous outdoor games.

It is of far more importance that a man shall play something himself, even if he plays it badly, than that he shall go with hundreds of companions to see some one else play well, and it is not healthy for either students or athletes if the terms are mutually exclusive.

But even having this aim especially in view, it seems to me we can best attain it by giving proper encouragement to the champions in the sports, and this can only be done by encouraging inter-collegiate sport. As I emphatically disbelieve in seeing Harvard or any other college turn out mollycoddles instead of vigorous men, I may add that I do not in the least object to a sport because it is rough. Rowing, baseball, lacrosse, track and field games, hockey, football, are all of them good. Moreover, it is to my mind simple nonsense a mere confession of weakness, to desire to abolish a game because tendencies show themselves, or practices grow up, which prove that the game ought to be reformed.

Take football, for instance. The preparatory schools are able to keep football clean and to develop the right spirit in the players without the slightest necessity ever arising to so much as consider the question of abolishing it. There is no excuse whatever for colleges failing to show the same capacity, and there is no real need for considering the question of the abolition of the game.

If necessary, let the college authorities interfere to stop any excess or perversion, making their interference as little officious as possible, and yet as rigorous as is necessary to achieve the end. But there is no justification for stopping a thoroughly manly sport because it is sometimes abused, when the experience of every good preparatory school shows

that the abuse is in no shape necessarily attendant upon the game.

We cannot afford to turn out of college men who shrink from physical effort or from a little physical pain. In any republic, courage is a prime necessity for the average citizen if he is to be a good citizen, and he needs physical courage no less than moral courage, the courage that dares as well as the courage that endures, the courage that will fight valiantly alike against the foes of the soul and the foes of the body. Athletics are good, especially in their rougher forms, because they tend to develop such courage. They are good also because they encourage a true democratic spirit; for in the athletic field the man must be judged not with reference to outside and accidental attributes, but to that combination of bodily vigor and moral quality which goes to make up prowess.

I trust I need not add that in defending athletics, I would not for one moment be understood as excusing that perversion of athletics which would make it the end of life, instead of merely a means in life. It is first-class, healthful play, and is useful as such. But play is not business, and it is a very poor business indeed for a college man to learn nothing but sport. There are exceptional cases which I do not need to consider; but, disregarding these, I cannot with sufficient emphasis say that when you get through college you will do badly, unless you turn your attention to the serious work of life with a devotion which will render it impossible for you to pay much heed to sport, in the way in which it is perfectly proper for you to pay heed while in college.

Play while you play and work while you work; and though play is a mighty good thing, remember that you had better never play at all than to get into a condition of mind where you regard play as the serious business of life, or where you permit it to hamper and interfere with your doing your full duty in the real work of the world.

A word, also, to the students. Athletics are good; study is even better, and best of all is the development of the type of character for the lack of which, in an individual as in a nation, no amount of

brilliancy of mind or of strength of body will atone. Harvard must do more than produce students; yet, after all, she will fall immeasurably short of her duty and her opportunity unless she produces a great number of true students, of true scholars. Moreover, let the students remember that, in the long run in the field of study, judgment must be rendered upon the quantity of first-class work produced in the way of productive scholarship, and that no amount of second-class work can atone for failure in the college to produce this first-class work. A course of study is of little worth if it tends to deaden individual initiative, and cramp scholars so that they only work in the ruts worn deep by many predecessors.

American scholarship will be judged not by the quantity of routine work produced by routine workers, but by the small amount of first-class output of those who, in whatever branch, stand in the first rank.

No industry in compilation and in combination will ever take the place of this first-hand, original work, this productive and creative work, whether in science, in art, in literature. The greatest special function of a college, as distinguished from its general function of producing good citizenship, should be so to shape conditions as to put a premium upon the development of productive scholarship, of the creative mind in any form of intellectual work. The men whose chief concern lies with the work of the student in study should bear this fact ever before them.

So much for what I have to say to you purely as Harvard men. Now a word which applies to you merely as it applies to all college men, to all men in this country who have received the benefits of a college education; and what I have to say on this topic can properly be said under the auspices of your political club. You here, when you graduate, will take up many different kinds of work, but there is one work in which all of you should take part simply as good American citizens, and that is the work of self-government. Remember, in the first place, that to take part in the work of government does not in the least mean of necessity to hold office. It means to

take an intelligent, disinterested, and practical part in the every-day duties of the average citizen, of the citizen who is not a faddist or a doctrinaire, but who abhors corruption and dislikes inefficiency, who wishes to see decent government prevail at home, with genuine equality of opportunity for all men so far as it can be brought about, and who wishes, so far as foreign matters are concerned, to see this nation treat all other nations, great and small, with respect, and if need be with generosity, and at the same time show herself able to protect herself by her own might from any wrong at the hands of any outside power.

Each man here should feel that he has no excuse as a citizen in a democratic republic like ours if he fails to do his part in the government. It is not only his right to do so, but his duty; his duty both to the nation and to himself. Each should feel that if he fails in this, he is not only failing in his duty, but is showing himself in a contemptible light. A man may neglect his political duties because he is too lazy, too selfish, too short-sighted, or too timid; but whatever the reason may be, it is certainly an unworthy reason, and it shows either a weakness or worse than a weakness in the man's character. Above all, young college men, remember that if your education, the pleasant lives you lead, make you too fastidious, too sensitive to take part in the rough hurly-burly of the actual work of the world, if you become so overcultivated, so over-refined that you cannot do the hard work of practical politics, then you had better never have been educated at all. The weakling and the coward are out of place in a strong and free community.

In a republic like ours, the governing class is composed of the strong men who take the trouble to do the work of government, and if you are too timid or too fastidious or too careless to do your part in this work, then you forfeit your right to be considered one of the governing and you become one of the governed instead—one of the driven cattle of the political arena. I want you to feel that it is not merely your right to take part in politics, not merely your duty to the

state, but that it is demanded of your own self-respect, unless you are content to acknowledge that you are unfit to govern yourself and have to submit to the rule of somebody else as a master—and this is what it means if you do not do your own part in government.

Like most other things of value, education is good only in so far as it is used aright, and if it is misused, or if it causes the owner to be so puffed up with pride as to make him misestimate the relative values of things, it becomes a harm and not a benefit. There are few things less desirable than the arid cultivation, the learning, and refinement which lead merely to that intellectual conceit which makes a man in a democratic community like ours hold himself aloof from his fellows, and pride himself upon the weakness which he mistakes for superior strength.

Small is the use of those educated men who in after life meet no one but themselves, and gather in parlors to discuss wrong conditions which they do not understand and to advocate remedies which have the prime defect of being unworkable.

The judgment on practical affairs, political and social, of educated men who keep aloof from the conditions of practical life is apt to be valueless to those other men who do really wage effective war against the forces of baseness and of evil. From the political standpoint, education is a harm and not a benefit to the men whom it serves as an excuse for refusing to mingle with their fellows and for standing aloof from the broad sweep of our national life in a curiously impotent spirit of fancied superiority.

The political wrongheadedness of such men is quite as great as that of wholly uneducated men; and no people could be less trustworthy as critics and advisers. The educated man who seeks to console himself for his own lack of the robust qualities necessary to bring success in American politics by moaning over the degeneracy of the times instead of trying to better them, by railings at the men who do the actual work of political life instead of trying himself to do the work, is a poor creature, and, so far as his feeble powers avail, is a damage and not

a help to the country. You may come far short of this disagreeable standard and still be a rather useless member of society.

Your education, your cultivation, will not help you if you make the mistake of thinking that it is a substitute for, instead of an addition to, those qualities which in the struggle of life bring success to the ordinary man without your advantages. Your college training confers no privilege upon you save as tested by the use you make of it. It puts upon you the obligation to show yourselves better able to do certain things than your fellows who have not had your advantages.

If it has served merely to make you believe that you are to be excused from effort in after life, that you are to be excused from contact with the actual world of men and events, then it will prove a curse, and not a blessing. If, on the other hand, you treat your education as a weapon in your hands, a weapon to fit you to do better in the hard struggle of effort, and not as excusing you in any way from taking part in practical fashion in that struggle, then it will be a benefit to you.

Let each of you college men remember in after life that in the fundamentals he is very much like his fellows who have not been to college, and that if he is to achieve results, instead of confining himself exclusively to disparagement of other men who have achieved them, he must manage to come to some kind of working agreement with these fellows of his. There are times, of course, when it may be the highest duty of a citizen to stand alone, or practically alone. But if this is a man's normal attitude—if normally he is unable to work in combination with a considerable body of his fellows—it is safe to set him down as unfit for useful service in a democracy.

In popular government results worth having can only be achieved by men who combine worthy ideas with practical good sense; who are resolute to accomplish good purposes, but who can accommodate themselves to the give and take necessary where work has to be done, as almost all important work must necessarily be done, by combination. More-

over, remember that normally the prime object of political life should be to achieve results, and not merely to issue manifestoes—save, of course, where the issuance of such manifestoes helps to achieve the results.

It is a very bad thing to be morally callous, for moral callousness is disease. But inflammation of the conscience may be just as unhealthy so far as the public is concerned; and if a man's conscience is always telling him to do something foolish, he will do well to mistrust its workings.

The religious man who is most useful is not he whose sole care is to save his own soul, but the man whose religion bids him strive to advance decency and clean living, and to make the world a better place for his fellows to live in; and all this is just as true of the ordinary citizen in the performance of the ordinary duties of political life.

In the last few years much good has been done to the people of the Philippines, but this has been done, not by those who merely indulged in the personal luxury of advocating for the islands a doctrinaire liberty which would have meant their immediate and irretrievable ruin, but by those who have faced facts as they actually were, remembering the proverb that teaches us that in the long run even the most uncomfortable truth is a safer companion than the pleasantest falsehood. It is these men, the men who with shortcomings and stumblings yet did the duty of the moment, though that duty was hard and often disagreeable, and not the men who confined themselves to idle talk of no matter how high sounding a nature, who have done real good to the islands. These are the men who have brought justice as between man and man; who are building roads; who have introduced schools; who gradually, with patience and firmness, are really fitting the islanders for self-government.

So it is with the great questions which group themselves round the control of corporations in the interest of the public. There has been a curious revival of the doctrine of state rights in connection with these questions, by the people who know that the states cannot with justice

to both sides practically control the corporations, and who therefore advocate such control because they do not venture to express their real wish, which is that there shall be no control at all.

Railway corporations will gain and not lose by adequate federal control; most emphatically, it is both the duty and the interest of our people to deal fairly with such corporations, and to see that a premium is put upon the honest management of them, and that those who invest in them are amply protected.

But those who invoke the doctrine of state rights to protect state corporate creations in predatory activities extended through our states are as short sighted as those who once invoked the same doctrine to protect the special slave holding interest. The states have shown that they have not the ability to curb the power of syndicated wealth, and therefore, in the interest of the people it must be national action.

Our present warfare is against special privilege. The men—many of them, I am sorry to say, college men—who are prompt to speak against every practical means which can be devised for achieving the object we have in view—the proper and adequate supervision by the federal government of the great corporations doing an interstate business—are, nevertheless, themselves powerless to so much as outline any plan of constructive statemanship which shall give relief. I have watched for six years these men, both those in public and those in private life, and though they are prompt to criticise every affirmative step taken, I have yet to see one of them lift a finger to remedy the wrongs that exist. So it is in every field of public activity.

States' right should be preserved when they mean the people's rights, but not when they mean the people's wrongs; not, for instance, when they are invoked to prevent the abolition of child labor, or to break the force of the laws which prohibit the importation of contract labor to this country; in short, not when they stand for wrong or oppression of any kind, or for national weakness or impotence at home or abroad.

It is to the men who work in practical fashion with their fellows, and not to

those who, whether because they are impractical or incapable, cannot thus work, that we owe what success we have had in dealing with every problem which we have either solved or started on the path of solution during the last decade.

The last ten years have been years of great achievement for this nation. During that period we have dealt and are dealing with many different matters of great moment. We have acquired the right to build, and are now building, the Panama Canal. We have given wise government to the Philippines. We have dealt with exceedingly complex, difficult, and important questions in Cuba and Santo Domingo. We have built up the navy, our surest safeguard of peace and of national honor.

We are making great progress in dealing with the questions of irrigation and forestry, of preserving to the public the rightful use of the public lands and of the mineral wealth underlying them, and with that group of vital questions which concern the proper supervision of the immense corporations doing an interstate business, the proper control of the great highways of interstate commerce, the proper regulation of industries which, if left unregulated, threaten disaster to the body politic. We have done many other things, such as securing the settlement of the Alaska boundary. We have made progress in securing better relations between capital and labor, justice as between them and as regards the general public, and adequate protection for wage workers. We have done much in enforcing the law alike against great and small, against crimes of greed and cunning, no less than against crimes of violence and brutality. We have wrought mightily for the peace of righteousness, both among the nations and in social and industrial life here at home. Much has been done, and we are girding up our loins to do more.

In all these matters there have been some men in public life and some men in private life whose action has been at every point one of barren criticism or fruitless obstruction. These men have had no part or lot in the great record of achievement and success; the record of good work worthily done. Some of

these men have been college graduates; but all of them have been poor servants of the people, useless where they were harmful. All the credit for the good thus accomplished in the public life of this decade belongs to those who have done affirmative work in such matters as those I have enumerated above, and not to those who, with more or less futility, have sought to hamper and obstruct the work that has thus been done.

In short, you college men, he does

rather than critics of the deeds that others do.

He can take the lead only if, in a spirit of thoroughgoing democracy, he takes his place among his fellows, not standing aloof from them, but mixing with them, so that he may know, may feel, may sympathize with their hopes, their ambitions, their principles—and even their prejudices—as an American among Americans, as a man among men.

EDUCATIONAL NEWS IN BRIEF

The George Washington University, Washington, has decided to add a teacher's course to its curriculum and a number of lecturers have been engaged already. This technical course, together with the advantages Washington offers for scientific and historical research, will no doubt make it a very favorable place for learning the art of teaching.

* * *

One of Boston's most important educational establishments, the Lowell Institute, has just ended its sixty-eighth year of quiet usefulness. Without flourish of trumpets, with no class day, commencement, or any other of the public exercises usual on such occasions, its doors have been closed for the long vacation. The only indication at the last lecture on Friday evening that the year was over was a blackboard notice that the programme for the next season would be ready for distribution on Oct. 1. From this year's various courses several books will be made—Professor Lowell's is already out and others are in press. Nowhere but in the Lowell Institute are lectures of this high and original character offered year after year, free of charge. Gratitude is due alike to the founder, John Lowell, Jr., who more than seventy years ago provided the place and the means, and his trustee, Professor A. Lawrence Lowell, who today so ably executes his will.

* * *

Under the direction of the College of Agriculture of Ohio State University, a

special train was recently run through several parts of the State bearing certain exhibits of interest to agriculturists. Brief addresses were made at the various towns passed through by instructors from Ohio State University.

* * *

The Minnesota senate passed the bill prohibiting the formation of secret societies in high schools. This bill was introduced in the house by C. L. Sawyer of Minneapolis and included both secret and not secret societies. The "not secret" clause was stricken out by the senate and the bill passed.

* * *

Dr. W. G. Anderson, director of the Yale gymnasium, has published statistics to confirm the correctness of his theory relating to the longevity of the star athletes. According to his figures, drawn from fifty years' record of Yale athletes, the popular idea that highly trained athletes have a tendency to early death from tuberculosis, heart disease, pneumonia and the like, is altogether erroneous.

* * *

The Harvard summer course for practical geological investigation will be given this summer by Mr. G. R. Mansfield, instructor in the geological department, and Professor J. E. Wolff. The party will make a six weeks' excursion in the West, starting from Bozeman, Mont., immediately after the close of the college year. The Bridger Range and the

Crazy Mountains will be the field of work. The Crazy Mountains offer peculiar examples of intrusive igneous rocks, and the Bridger Mountains are of ordinary stratified sorts. This course is usually given in alternate years; the last excursion, in 1905, went to the Galatin Range of mountains, and in 1903 the Black Hills were studied. According to present plans about eight men will be taken on the trip, which counts as a regular course in the university toward a degree.

The annual field course in mining, which has, however, no connection with the geological excursion, will be given as usual. The places to be visited are not definitely decided on yet, but will be announced next month. Last year a party of about twelve men made investigations in the copper mines of the Lake Superior region; and in 1905 the mining regions of the South were studied. This course usually has a larger registration than the field course in geology, the average being from ten to fifteen. Professor Smyth of the mining school is in charge of arrangements for the trip.

* * *

State Forester F. W. Rane of Massachusetts, has sent out to every school superintendent in the State a circular letter setting forth the desirability of further educating common school children in forestry, and stating that seedlings and seed of white pine, white ash, red spruce, beech, chestnut and acorn trees will be sent to any school desiring them, upon payment of the actual expense of digging and express charges.

* * *

"No student of the Meriden, Conn., High School may hereafter become a member of any high school secret fraternity or society, so-called, without immediately forfeiting his membership in said school." This resolution was adopted by the board of education on recommendation of a committee appointed several months ago to investigate the good and evil of secret societies in the public schools. The rule does not affect present members, but is applicable to all who

may in the future become members. The adoption of the plan, it is believed, marks the beginning of the end of fraternities in the schools.

* * *

The fifty-eighth annual register of the College of the City of New York for the collegiate year 1906-1907 has just been published. It shows a roster of 843 students in the city college classes, with an instructing corps of 183, including 12 professors, 16 associates, 10 assistants, 48 instructors and 97 tutors.

* * *

The school teachers of France, or rather the radical among them, have been carrying on an agitation for some time to secure the right of organizing themselves into a trade union. Hitherto the Government has given them no encouragement in their ambition. Recently they demanded and had an interview with M. Clemenceau, who left them in no doubt as to his position. He declared that it was impossible to permit members of their profession to join a political organization whose object was not only to upset the Government but to overturn the existing social order. "You will not easily find a ministry," he said, "which will consent to hand over the Government to a trade union bureaucracy." The whole subject is likely to be threshed out in the chamber before long.

* * *

H. C. Bunn, curator of Princeton University, has a scheme which, he says, will make Princeton one of the most beautiful towns in the world. Boxes are being built by a carpenter that will fit every front window in every house and store that faces Nassau street. These will be furnished to occupants at cost, and Mr. Bunn will supply enough geraniums to fill them. When the plants are in bloom Nassau street will present an unusual sight. The Princeton Council has purchased many shade and ornamental trees, which are given to residents of the borough for fifty cents. This plan was adopted to shade the streets.

* * *

A novel departure has just been made in the cookery departments of the Bir-

mingham (England) elementary schools. Once a week the pupils, whose ages range from 11 upward, are taken out by the cooking mistress on a marketing expedition. Various shops are visited, and the girls instructed (in front of the windows) which articles to buy and which to avoid, and those most adaptable to certain dishes.

* * *

A professor at Lehigh University has made a calculation to show that if a tiny vessel of one cu. cm. (0.061 cu. in.) capacity is filled with hydrogen corpuscles there can be placed therein, in round numbers, five hundred and twenty-five octillions — 525,000,000,000,000,000,000,000—of them. If these corpuscles are allowed to run out of the vessel at the rate of one thousand per second it will require seventeen quintillions — 17,000,000,000,000,000—of years to empty it. We leave it to our readers to calculate how long the filling process will require.

* * *

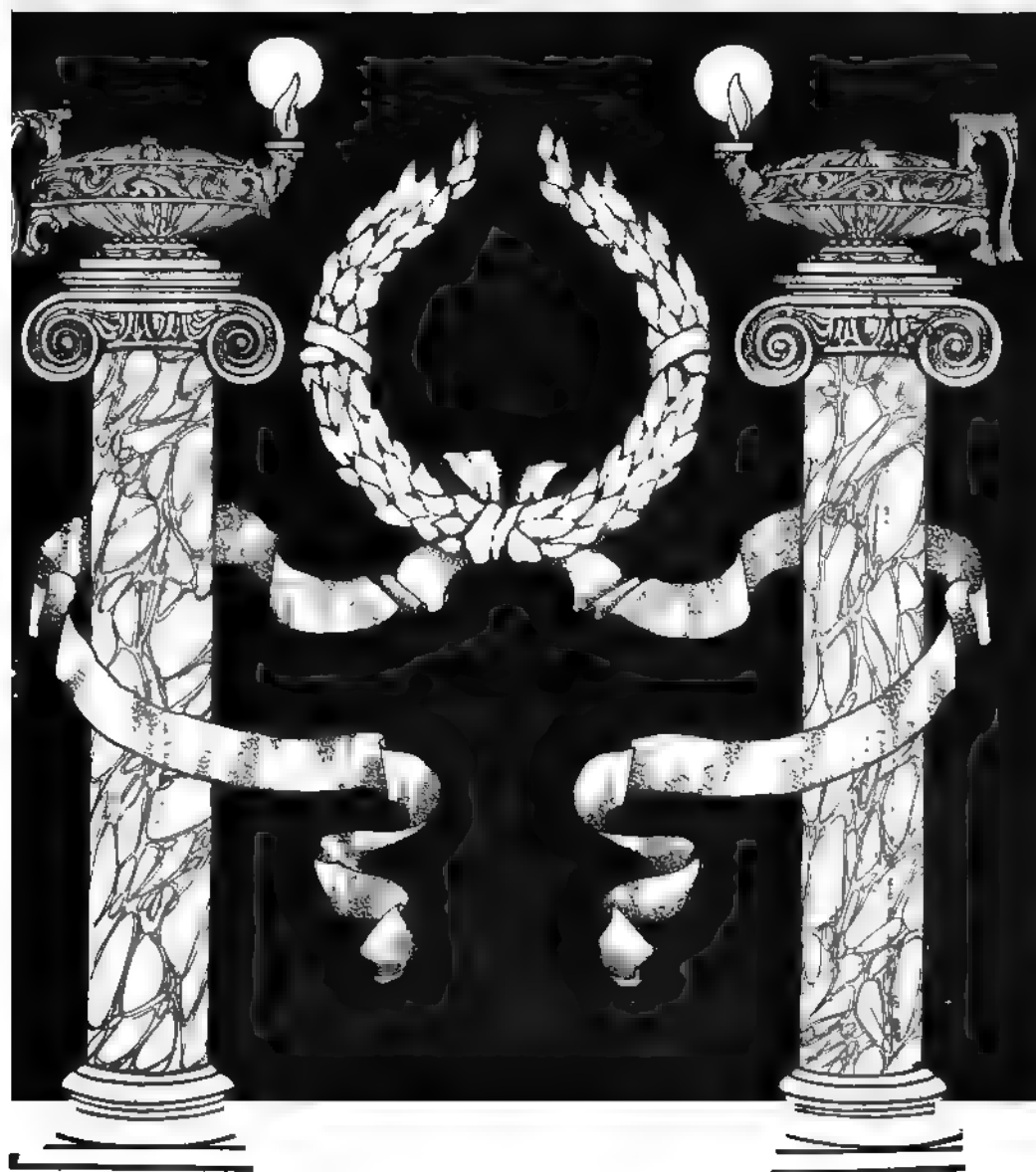
The use of the flag to mark a school-house which has become so common in this country is to be adopted in England in the Edmonton union schools, but with a difference. The plan is to hoist the Union Jack a quarter of a hour before school time, thus incidentally warning laggards that it is time to quicken their steps. English schools, by the way, are showing themselves eager to reciprocate in the matter of hospitality. The Dover town council, among others, has voted to ask for a share of the American and Canadian teachers expected on a tour of investigation in the autumn.

A movement is on foot to consolidate two noted London institutions. King's College and the London University. The chief difficulty thus far encountered is a basis of union, the university having been secular from its foundation, while King's College remains a church institution, although it abolished ecclesiastical tests on account of the opposition in Parliament to the grants for which it had asked. The project cannot be carried through without an act of Parliament, and some hostility from both sides is looked for, yet there are obvious advantages in a consolidation which would strengthen both institutions at weak points.

* * *

The elements of agriculture, with especial reference to the teaching of this subject in the public schools of the State, and library practice for teachers, clergymen and others who have libraries under their supervision, are two new, important subjects to be given at the University of Wisconsin in the coming summer session. Both courses are designed to assist teachers who desire to prepare themselves during the vacation for more effective work in their profession. The general introduction of agriculture into the elementary and secondary schools of the State makes it necessary for many teachers to prepare themselves to present the subject to their pupils. The growth of school libraries and the work of cataloguing these, which usually falls to the lot of the teacher, has resulted in requests for a practical course in library practice. The two new courses to be given at the State University in the 1907 summer session are designed to supply these needs.

THE AMERICAN EDUCATIONAL REVIEW



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(Signed) E. E. SMITH, Secretary.

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(Signed) WM. P. McKEE, Dean.

The Francis Shimer Academy for Girls,
of the University of Chicago.

Mt. Carroll, Ill., Jan. 22, 1907.

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THE MONTH'S REVIEW

What Educational People are Doing and Saying

President Charles W. Eliot of Harvard, speaking before the Association of New York State Colleges and Universities at Cornell on "Athletics, Intercollegiate Athletics and Athleticism," said:

"The prosperity of Harvard would be better promoted if Harvard absolutely withdrew from all intercollegiate athletics. The reason for this is the confidence in the American parents who have the best interests of the sons' training in mind."

The speaker deprecated the dishonorable and immoral practices in present-day college athletics and argued strongly for the abolishment of the professional coaching system and the limiting of the number of intercollegiate contests. He decried the great expense of intercollegiate sports as carried on at the present time and the increasing tendency to limit rather than to increase the number of students interested in sport for sport's sake.

In tracing the development of competitive sport the speaker said in part:

"The whole business of competitive sport has grown up within my knowledge, slowly at first, but more rapidly within the past twenty-five years. Out of great good has come great evil, and it is our duty to combat that evil. The evil is the exaggeration of athletics. It is the exaggeration of a good thing, and this evil should be combated.

"The exaggeration of time given to it, not by the members of the teams

alone, but by the students as a whole, in the time they give to reading the sporting news and the conversation on sports, is an evil.

"What we want to train at our colleges is men of mental power and mental interest, and not mere physical beings.

"Another exaggeration is the effect of athletic success on the institution itself. Harvard has not been pre-eminently successful in athletics in the past twenty-five years, but no other institution has had so much growth or such trust and respect of those who know how to choose the place for the training of their sons."

Continuing, the speaker found another exaggeration in the successive changing of the rules of every game so that it becomes more violent and less fitted to the average man's powers, and becomes fitted only for the few trained athletes as against the great body of students. He said:

"The games most useful at college are not the ones that a person can pursue in after life. Football, baseball, basketball and hockey as played cannot be carried on in later life by the ordinary person. These games are so exaggerated that they cannot be used except by college athletes. They should be brought back into form, like cricket, rowing and tennis. No game is fit for playing where one has to wear padding, masks and other defensive articles to prevent serious injury. Another exaggeration that those who administer institutions of learning find is the great provisions for athletic interests.

"Still another evil is the carrying of the sport into dishonorable and immoral practices. We in America have abandoned the methods of our brothers, the English. Then the remedy should be sought in altering the spirit of the game so as to make dishonorable and immoral practices impossible."

Dr. Eliot held the first remedy to be the reduction of the number of intercollegiate competitions, saying:

"It may be necessary to abolish all of them, but at least the experiment ought to be made. English experience proves that all the interest may be maintained by the smallest number of competitions. Another remedy should be the reduction of the enormous expenditures of money on these intercollegiate competitions. There should be an abandonment of what is called professionalism in sports, for the influence of a professional coach on young men is bad. There should be adopted a plan of graduate coaching by trained college men. The difficulty, however, is the inability to get the graduates to leave lucrative positions to come back to alma mater to give up valuable time.

"Further, there should be a habitual enforcement of the principles of honorable sports. This has been neglected and some of the worst tricks have been brought into the universities by the undergraduates themselves in paying money to have unsportsmanlike tricks taught. But on the whole the immense good done by athletics cannot be overlooked; yet we must see the evil clearly and devise the most effective means of rooting it out."

* * *

At the thirteenth annual session of the Lake Mohonk Conference on International Arbitration, held at Lake Mohonk, N. Y., last month, Dr. Nicholas Murray Butler was elected president.

**Dr. Butler, President
of Lake Mohonk
Conference.**

President Butler delivered an address in opening the conference, in which he advocated that the question of disarmament be avoided at this conference, but the restriction of further growth of great armies and navies be urged.

"From the forthcoming Hague confer-

ence we should ask, I think," President Butler said, "chiefly two things, and if either of them should be given us a long step forward would be taken. We should ask that the permanent Hague court be transformed from a semidiplomatic into a truly judicial tribunal, and we should ask that The Hague conference, now assembling for the second time at the call of a monarch, be made to assemble automatically hereafter at regular intervals, say once in four or five years. In the stated reassembling of The Hague conference lies the germ of the international parliament which will one day come into being.

"There is another aspect of international relations in time of war which has not attracted the attention it deserves. The suggestion that neutrality should extend to financial assistance has not been brought forward by impracticable men.

"One other matter concerns Americans alone. Each time an important international conference occurs, the appointing power searches the country over for the most competent and effective representatives of American interests and of American opinion. Why should we not constitute a body of permanent representatives at such international conference out of the distinguished men who, as president of the United States or secretary of state, have directed for a time the foreign policy of the nation?"

* * *

The laying of the cornerstone of the first building of the Greater University at Tuscaloosa last month was a notable event to the people of Alabama,

**A Greater
University
for Alabama.**

and especially those who appreciate the value of higher education in the development of the state and its people. Governor Comer dedicated the building which is to be the first of the number to be constructed under the appropriation from the legislature of \$500,000 for this purpose. It was especially appropriate that Governor Comer should have been chosen to do this in view of his influence and activity in the interests of improved educational facilities for Alabama. It was largely through his efforts that the present law-making

body of the state made heavy increases in appropriations for education and became known as Alabama's educational legislature, and it was a suitable recognition of Governor Comer's services in behalf of education that a resolution was adopted by the Alumni Society that one of the new structures of the Greater University should bear the name of "Comer Building" in honor of the man who had done so much for the movement.

The first new building will be named for Dr. Eugene A. Smith, the state geologist, who has devoted many years of service to the university and has been a potent factor in its splendid service and record.

The University of Alabama and its many friends throughout the state are to be congratulated on the bright outlook for the Greater University and for the many years of usefulness that lie before it. May it accomplish great things for the state and be a powerful agent in the establishment of higher ideals and the realization of loftier hopes.

* * *

The School Committee of the city of Boston has approved the recommendation of the Board of Superintendents to establish a Girls' High School of Practical Arts.

This school will be opened in September, 1907. Its course of study will be four years in length, and the conditions of admission and graduation will be equivalent to those required in the regular high schools of the city. The purpose of the school is to give a greater opportunity for development of that type of pupil whose talents lie more in lines of doing and expressing than in lines of acquisition.

The academic work will include English, history, art, modern languages, mathematics, and science — differing from the present work in these subjects in the regular high schools in that both in the methods of presentation and in the applications of the subjects emphasis will be given to expression rather than to acquisition; for example, the work in English will include more composition

and less of the historical and literary elements than are usually given.

On the industrial side the school will aim to provide for two classes of girls: First, those who do not aim to become self-supporting but who desire the best possible training for home-making. For these pupils considerable emphasis will be given to all phases of domestic science and arts. Second, for those who must become—at least for a time—self-supporting. To these pupils the school will aim to give such a foundation in taste, and such skill to give concrete expression to that taste, that they may more readily enter upon the higher forms of dress-making, millinery, and other activities centering around fabrics. It is hoped that exceptional pupils may eventually become designers in these fields. Certain courses will give such an acquaintance with fabrics, their manufacture and varying standards thereof as to make efficient saleswomen of students pursuing them.

Other phases of industrial work are under consideration, and new departments will be added and developed with the growth of the school.

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The annual report of Prof. L. B. R. Briggs, president of Radcliffe College, has just been issued. During the past academic year 179 courses were given Radcliffe by 110 Harvard professors and instructors. President Briggs says in his report:

"The year may fairly be called prosperous. The number of students showed a slight gain; the number of courses was larger by thirteen than in the preceding year; the finances of the college were managed with a generally judicious blending of liberality and economy. It is noteworthy that, whereas the receipts from tuition fees came to about \$72,000, expenditures for salaries came to \$68,000, and the total income from general funds and from rents to \$21,000. Salaries, especially those of full professors, are disproportionately small; yet after paying them the college finds its resources for the year too slender to be looked at by any but the courageous. It pays as it goes, saves where it can with-

out meanness, and hopes for better things. What it needs, constantly and peremptorily, is a large, unrestricted endowment, and toward this need gifts or bequests may be wisely directed."

In the early years of Radcliffe, almost all its students came from New England, and the majority still register from this part of the country. The following foreign countries were represented in its 436 students last year: Bermuda, Canada, China, England, France, Germany, Japan, and New Brunswick. Twenty-seven States and two Territories of the Union also sent students to Radcliffe.

An important event was the completion of the fund for the new library; to this Mr. Carnegie contributed \$75,000 and the rest was raised by friends of the college. The necessity for new dormitories has been met in part by the generosity of Mrs. David P. Kimball, the donor of Bertram Hall. She has given the college a second dormitory, which will be named Grace Hopkinson Eliot Hall, in honor of the wife of President Eliot of Harvard. This new building will be ready for occupancy in September, and will accommodate forty-three students.

* * *

It seems very probable that the Yale Corporation will act ere long upon

**Yale to
Substitute Loans
for Scholarships.**

some comprehensive plan of substituting loans for the tuition scholar-

ships, the loans to be repaid as soon after graduation as the beneficiary finds himself able to do so. The total amount paid out in all departments last year in aid to students amounted to \$73,035, or about one-twelfth of the total expense account of the university. Of this about one-half appears to have been paid out in the Divinity School. In the case of many of the aid funds, the income must be paid to students outright, but there seems possible a loan system on an extensive scale that, in many cases, will appeal to the financial honor of the student after graduation.

That outside alumni sentiment seems to favor the loan system is indicated by the fact that the last report of the university treasurer records nine contribu-

tions to the loan fund, amounting to about \$2,500. Some three years ago a member of one of the older classes sent in voluntarily \$1,000, representing the aid he had received while in college, with interest added since graduation, and in the past year there have been two voluntary repayments of \$1,100 and \$1,000 respectively. The ulterior aim in the Yale policy is to make all possible payments to students either prizes for mental proficiency or loans for aid of the deserving.

* * *

At the May meeting of the trustees of Columbia University, important action

**Columbia University
Faculty
Reconstituted.**

was taken, on the unanimous recommendation of the committee on edu-

cation, reconstituting the faculty of Columbia College. For some years the faculty has consisted, in addition to the president and the dean, of the heads of sixteen specified departments and such other professors as were from time to time assigned by the trustees. As a consequence of the development of the past fifteen years, this provision had resulted in leaving upon the faculty a number of professors whose main or only duties lay in connection with the graduate schools, while many other professors having duties of the same kind, but giving more or less instruction to college students, were not members of the college or undergraduate faculty.

The trustees were faced by the alternative of either enlarging the college faculty so that it should include all professors and adjunct professors who gave any instruction whatever to undergraduates or of reconstituting it in accordance with some fixed principle. The latter course is the one that has been taken, and after July 1 the college faculty will consist only of such professors as the trustees may designate, whether heads of departments or not. Moreover, the faculty will be divided by lot into three classes as nearly equal as may be, the terms of one class expiring each year. Vacancies arising by the expiration of term will be filled by the trustees for a term of three years by new assignments or by reassignments.

With the faculty so reconstituted it is the hope of the trustees that there may be instituted something like the preceptorial system which is reported to be working well at Princeton. The end in view is to bring the undergraduate students, particularly freshmen and sophomores, into close personal relationship with members of the faculty in order that they may receive not only instruction, but personal guidance and advice. Instead of fifty members, the reconstituted faculty will consist, in addition to the president and the dean, of thirty-five professors and adjunct professors and of two instructors without a vote.

* * *

"Michigan is as much an alma mater to her daughters as to her sons," said Toastmistress Florence Burton at the Michigan women's banquet.

Michigan Women Hold Banquet. held at Ann Arbor last month and the statement was proved by the enthusiastic gathering of 300 Michigan women. For the first time in the history of the university the women, both undergraduates and alumnae, were brought together in a spirit of good fellowship.

The toast, "A Senior's Sentiments," was given by Miss Aileen Root, '07, in behalf of the undergraduate girls. The first sentiments of the college girl, according to Miss Root, are, "Never say nothin' unless you're compelled to, and then never say nothin' you can be held to."

Mrs. Caroline Hill, '90, spoke on "The Social Side of Coeducation." Mrs. Hill compared the growth of Michigan to the growth of democracy in the last half century. "After the civil war," said the speaker, "three new classes of people were admitted to educational institutions—negroes, Indians and women." Friendship, she concluded, was the most important thing to be gained from college experience, and possibilities along this line she thinks to be limited at Michigan. She chiefly blames the living arrangements for the lack of fellowship and presence of class distinction, and strongly recommends some system by which the girls

may live together as in the women's colleges.

President Angell closed the programme with a talk on "The College Woman's Field for Service." "If I were to specify what I consider the best thing in college life," said the president, "I should say that it was friendship." He asked for the help and co-operation of the girls in securing a better system of living and more complete mingling.

"Social life and study both have claims," said he, "but you are here among other things to study. The verdict of coeducation is in your hands."

* * *

An interesting paper was presented at the exercises commemorative of the

**The Work of
Penn School on
St. Helena Island.**

thirty-ninth anniversary of the founding of the Hampton Normal and Agricultural Institute by Miss Helen Lou James, a normal graduate. She is a teacher at the Penn School on St. Helena Island. On the little group of islands of which St. Helena is one, just off the coast of South Carolina, plantation life goes on, distinct now as it was before the War, she said. Though the plantations have been divided into small holdings which are owned and occupied by those who formerly labored on them as slaves, they retain their original names and boundaries. St. Helena is an isolated island inhabited by about six thousand negroes and fifty whites. From the condition of ignorance, destitution and depravity in which these people were found by the teachers who came to them after the War, they have risen, she said, to a point where they may be called a respectable agricultural community, working in the old way, it is true, but eager and willing to learn the new. The Church has been a potent factor in the development of the people who are very religious, but for the most part the ministers are ignorant, and some of the customs prevalent in the churches are undoubtedly relics of barbarism. Considering the fact that these island dwellers have had neither intellectual nor moral intercourse with the whites, nor with negroes of broader experience, and that

prior to 1861 they were considered the lowest slaves in South Carolina she considers their advancement a remarkable one. From among them have arisen one physician, a Howard University man, and two teachers who were trained at Hampton. It is from their homes that the crying need comes, she asserted. They are dark and cheerless, wholly lacking in that which makes home, home. Sheets, pillow-cases, table-cloths, dish-towels, are not yet a necessity; stoves are rare and drygoods boxes serve as tables and chairs. The Penn School has set itself the task of brightening these homes. Miss James brings to her work the experience of two years work in Hawaii among the Japanese, Chinese, Portuguese, Hawaiians, Porto Ricans, Scandinavians, Germans, Irish and Americans.

* * *

The New Haven idea of the best theory of athletic management is set forth

**Athletic
Management.**

by the *Yale Daily News* as follows:

"The control of athletics, as an inherent part of the university policy, has always been left in the hands of the undergraduates at Yale. In consequence, the undergraduates have chosen managements in whose abilities and judgment the faculty has had full confidence. At the same time, the managers themselves have always desired to shoulder the control and responsibility of their arduous work.

"While from time to time certain reasonable and proper changes have been suggested, in order to reduce this burden, the managements have invariably felt that it would be an encroachment upon their trust. Far from welcoming any diminution of the responsibility, they have taken a real pride in performing their obligation as fully and conscientiously as possible.

"Athletic finances are now in the healthiest condition; one in which we expect them to remain as long as the undergraduates are in control, a condition which we feel assured will always exist."

Undergraduate control, guided occasionally by the more mature minds of a loyal alumni, is the proper control for American college athletics. This is not

so because Yale has adopted it, but because it is the overwhelming natural solution of the problem.

* * *

"Let us, as American citizens, use our best efforts to promote a better develop-

**Urges Better
Conditions in
Rural Schools.**

ment of the educational conditions in the rural districts,"

said M. V. Rich-

ards in an address before the Tennessee State Farmers' Institute. "Why should we have not public graded schools in the country equal to the schools of our town friends? Better paid teachers are absolutely necessary in order to procure the ability that should be in charge of our schools. Would that it were possible for our boys and girls to obtain the desired education without having to go beyond the limits of the home school district. The home influence would then be available at all times. I consider it the duty of every farmer to afford his aid—moral and financial—to the betterment of the schools of his State. After the home district and high school, for the rudiments, then industrial and technical instruction for those whose bent is along special lines. Georgia is the pioneer among all the States in authorizing the building of an agricultural college in each congressional district. We hope Tennessee will soon follow the example of her enterprising sister State."

* * *

A most interesting pamphlet is that embodying the address of Rev. J. L.

**Theological
Schools in
Japan.**

Dearing, president of the Yokohama Theological Seminary, on theologi-

cal education in Japan. It is particularly interesting to see that the problems of theology in Japan are rapidly getting to be those of such education in America. Professor Dearing does not believe that there is a demand for separate seminaries in Japan merely to preserve denominational differences, and does believe that the general type of theological education should be improved. The rapid educational development of Japan makes it imperative that the Japanese clergy shall be thoroughly educated.

Educational Progress in China.

The revolutionary changes in Chinese civic life are marked in an extraordinary degree by the new form given to the civil-service examinations. For the first time in the history of China, says Prof. W. W. Yen, "the highest degree, practically speaking, in the land was conferred on eight men, whose chief claim for the honor was that they had graduated from some Western university." Most remarkable of all was the fact that the candidates were allowed to submit their papers in the language of the country in which they pursued their education, their knowledge of Chinese literature not counting in the rating of their standing. By the old method four degrees were recognized. The Hsint's'ai (Flowers of Talent) were those who after being shut up for a day and a night in a narrow cell had produced a poem and one or two essays on assigned themes that had been judged worthy of recognition. Next were the Chujen (Promoted Scholars), chosen from the Flowers of Talent to compete during three sessions of three days each in compositions of prose and verse. The Chin Shih (Ready for Office), were men winning the third degree, and as such composed the group of public servants. The Chuang Yuan (Model Scholars of the Empire), were those highest of all who had passed on questions of literary criticism, history, agriculture, the art of war, finance, all of exclusive Chinese character. They formed the mandarins of the Empire. But this elaborate system has been swept away since 1902. The candidates, in being summoned to the last civil-service examination, were instructed to bring with them their diplomas, note-books, and published works, if any there were. No graduate of an institution below a "high-school" standard was admitted, the norm taken being the Japanese "high school" whose work is equivalent to the last two years of the American high school and the first two of the American college. Forty-two men, sixteen of whom were educated in the United States, entered the lists. The four chief examiners had received their training respectively in France, the

United States, Germany and Russia. Professor Yen's account of the examination, which is published in *The Chinese Recorder* (Shanghai), contains the following descriptive statement:

"The examination was divided into two parts, occupying two whole days, the 27th and the 29th of the eighth moon. On the first day the candidates were examined in the subjects they specialized in while at college. Each candidate was handed an envelope containing the questions, of which there were three in each subject; he was required, however, to reply to two only. Permission was granted to the men to write in any language they preferred, and nearly all the returned students from Europe and America employed English as their vehicle of expression.

"To enable the reader to form some idea of the themes put forward by the examiners, the three proffered to the candidate in philosophy are here presented:

"(1) Define philosophy and distinguish it from science and ethics. Explain the following systems of philosophical thought: Dualism, Theism, Idealism, Materialism, Pantheism, Agnosticism. How would you classify, according to the Western method, the following Chinese philosophers: Chuang Tzu, Chang Tsai, Chu Tzu, Lu Tzu, and Wang Yang-ming?

"(2) Explain why philosophy developed earliest in Greece. What are the leading thoughts in the teaching of Heraclitus? Why will his system, at one time almost obsolete, again become popular?

"(3) Expound fully Mill's four methods of induction, and mention some of the scientific discoveries and inventions which may be directly traced to them.

"At the examination on the second day which was aimed at testing the general knowledge of the men, the same two subjects for an essay were given out for all the candidates, one for those desiring to compose a Chinese essay and the other for the returned students from Western countries. The former was typically Chinese, and may be roughly transliterated as 'To respect those in authority, to love one's kin, to venerate one's elders, and to segregate the sexes; these are prin-

ciples that will abide for all generations'; the latter was a theme for argumentation, and was worded 'Will it be expedient for China to adopt a system of compulsory education'?"

All those attaining over eighty out of a possible hundred marks received the degree of Chin Shih, over seventy a first-class Chujen, over sixty a second-class Chujen, over fifty only a certificate. Ten of the forty-two candidates failed to pass fifty points and were requested to try again next year. Knowledge of the Chinese language and Chinese literature was not required at all; one candidate could scarcely write his own name in Chinese. This feature of the test is criticised by Professor Yen, who regards it as "important that all recipients of these degrees should present evidence of some knowledge of their own national language and literature." The fact that the examinations bore upon only one subject brought disaster to one of the candidates, who was an expert in analytical chemistry, holding the degree of Master of Science from the University of Chicago. Such a contingency involves another defect, which is pointed out by the writer. He says:

"It is but natural that the Ministry of Education should regard its examination as a final test and consider diplomas as only a prerequisite of eligibility, but it seems to the writer that the examinations were far too superficial and inadequate to discover the real attainments of the candidates. The questions being limited to three and confined to one branch of knowledge, the element of luck can not play an important part in the success or failure of the candidates. There are two ways open to the Ministry of Education; one is to accept the candidate's diploma as final, taking into consideration the standing of his college and also his attainments since the day of his graduation; and the other, if the Board desires to maintain its position as final arbiter, to set apart at least a week or ten days for a complete and searching test of the literary and scientific attainments of the applicants, the examiners performing the same duties that were performed by the London University a few years ago."

None of those examined, not even a

Chin Shih, received any official rank on account of his success in the examination, as has been done in the past. By the old methods the literati sought by means of the examination to acquire an official appointment. Very few sought to acquire knowledge simply for the sake of knowledge.

* * *

American teachers who have been honored by visits from the English educators

English Educator's
Comments on
American Schools. sent out under the ægis of Mr. Moseley are watching with keen interest

for the comments upon the schools and teachers of Canada and the United States which are beginning to appear in the English press. That the experiences of the visiting teachers have been profitable and will be of lasting benefit to English education is very evident in the discussion, and even disputes which just now enliven the hitherto rather dreary reports of country education committees and teachers' meetings.

Perhaps the two phases of American school life which most impressed the visitors were the equipment of the schools and the freedom allowed the students. "Do you mean to say," said one preceptress to a Boston high school teacher, "that each one of your pupils is allowed fine books like these for home study?" Another remarked, "The freedom with which your pupils pass from room to room for recitations with no supervision and without disorder astonishes me."

In discussing a report on the inspection of schools before a county committee, a member referred to the larger proportion of women teachers in American schools and said the reason appeared to be that in America the salaries were not sufficient to attract capable men who could find more lucrative appointments. The quick response of the chairman was, "If the education of America is in the hands of the women there is no need to fear for the education of its youth." Perhaps a remark of the editor of the *North American Review*, that "the idea of waiting for or even seeking a man recognized as both 'good' and 'honest' is provocative of mirth among those of us who are acquainted with the male

sex," is sufficient testimony in support of the Englishman's dictum.

In answer to a disputant who upheld corporal punishment "to prevent that wilful disobedience which makes the whole class disorderly and which can only be prevented by allowing teachers to inflict the only kind of punishment which is dreaded," one who has recently been in America is quoted, "A practical teacher cannot walk through an American elementary school without being struck by several features which differentiate American from English education. These are: Absence of religious teaching, of corporal punishment, and of the prize system. When we consider that there is no corporal punishment on the one hand, and no material incentive such as prizes on the other, we cannot praise too highly the order in the classes. Indeed it was wonderful. In England tradition has made the schoolmaster a natural enemy of children, a person who is to be circumvented at all costs. In America things are changed and children look upon the teacher more as a help-mate. We have seen teachers in New York and elsewhere in America manage classes as large as those in England and secure prompt obedience without force or bribery, even where there was rough home treatment."

Another speaker bore testimony to the growing enthusiasm for education in both Canada and the United States, remarking that, "while in England care must be taken not to increase the ranks of the unemployed from the secondary schools and universities, there is in America a great opening for well educated, highly trained young people." A suggestion that it might be possible to have a joint scheme of education beginning at the high school in England and carrying students on to the technical schools of America for practical instruction was greeted with applause.

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O. S. Marden, writing in the *Success Magazine*, says of the college graduate's

**The College
Graduate's
Opportunity.**

opportunity: "A crucial period comes into every normal life, the

psychological moment which, if grasped,

brings success. It comes to the young surgeon when, perhaps, after long waiting and years of drudgery, studying, and experimenting, he is suddenly confronted with his first critical operation. An accident is happened and the great surgeon is absent. Life and death hang in the balance. Will he be equal to the emergency? If so, his reputation may be made. But if he has dawdled when he should have been studying, if he has idled away his precious hours at college, the opportunity will offer only danger to the patient and ruin to his reputation. Everything depends upon the accuracy of his knowledge.

"An opportunity confronts a young lawyer. In a critical case, a fortune or a life may hang upon his skill, upon the faithfulness which he has put into his preparation. Has he laid a solid foundation? Is he well read in similar cases? Does he know all the precedents? Can he convince the jury? Will he drag into his brief and plea the wasted hours which he has put into his preparation, the neglected opportunities in his law study, or will he bring to bear a sharp, keen insight born of earnestness, exactitude, thoroughness, conscientiousness? His opportunity confronts him. What will he do with it?

"Every now and then a critical opportunity confronts a clerk in a store. A member of the firm has died or retired, or the firm changes hands, and they are looking for a partner, manager, or superintendent. This test will bring out what is in the clerk. Has he been watching the clock—stealing the time of his employer—doing dishonest work—putting in short hours of service all these years? Has he been indifferent, impudent, gruff, or curt to his customers, or has he been polite and obliging, kind, deferential, and accommodating? The opportunity confronts him.

"Be sure that your great opportunity will confront you. Are you prepared for it? Will you be equal to it? Have you laid your foundation deep and wide and strong? What will you do with your great opportunity when it comes?"

The result of Professor William Bailey's investigation as to the life work of

**What Yale
Graduates Do.**

Yale men shows that the law has been the most alluring profession for them in the graduate years from 1897 to 1902. Finance, education, medicine, and the ministry stand next in that order. "Farming and politics," in combination by the professor, are given next in the ratio; then follow merchants, journalists, engineers in consecutive order and in diminishing proportion. Of the two thousand two hundred and forty-three graduates accounted for seventy-four are credited to miscellaneous. Seven hundred and eighteen engaged in the practice of law, which is a sure index of the trend of the college mind. How many of these ultimately enter "finance," which is credited with the next highest number—three hundred and twenty—is unknown. But it is seen that the law and finance command nearly half of the total number. Education secured two hundred and sixty-one, medicine two hundred and three, and the ministry, one hundred and eighty-five. It is safe to assume that the question "What becomes of Yale men?" would find a very similar answer when applied to other colleges. The "leading" professions claim nearly all, and of these the law is first. Within the last few years, however, more college men have entered business, and more are entering journalism. From the latter many graduate into commercial pursuits and politics. The learned professions, with the law and medicine at their head, always have been the most attractive to college men and perhaps always will be, except for those who have especial talents for finance and wish to win a fortune without the tedious wait of building up a practice.

* * *

Comprehensive plans for the advancement of Hebrew learning, particularly

**Plan Great
School for the
Jewish Race.**

the study of rabbinical literature, according to modern educational methods, were discussed at the commencement exercises of the Jewish Theological Seminary held in New York

last month. The necessity for the establishment of a system which would bring to the thousands of Jews in America the accumulated learning of their scholars was earnestly urged.

The establishment of a university in this country to include all the leading Hebrew institutions of learning and to have at its head the Jewish Theological Seminary, was particularly favored. For the support of the institutions now in existence, and of their professors, scholars, and investigators, whose vocations naturally would require them to live on small incomes, a fund, such as maintained by the general educational board, was suggested.

It was said that \$10,000,000 would be needed for the fund. The necessity of devoting more attention to the Talmud Torah—a school primarily to teach Jewish children their religion, was impressed upon the audience. Dr. Cyrus Adler, former president of the seminary, proposed the university and foundation fund.

"We could call this the Jewish University of America. In the method of instruction I would like to see the German university plan adopted. The good such an institution would do for the Jews would be great. But the good it would do for the scholar and investigator would be infinitely greater. We have been amateurs and dilettantes in Jewish education long enough. It is time for us to be professional." * * *

The announcement of a recent large gift to Princeton University was made

**Anonymous
Benefactions.**

with the accompanying statement that the donor preferred to remain

unknown. The added remark that the gift came from members of an inconspicuous family served to whet curiosity, but has not led to the discovery of the identity of the generous friends.

At the annual commencement of Union Theological Seminary the president reported an anonymous gift of \$200,000, the largest contribution with two exceptions ever made to that venerable institution. The donor does not wish his name made known.

These two notable gifts coming in such quick succession have called attention to

the fact that some of the donors of large amounts for educational or charitable purposes shrink from the publicity which is now so widespread, because of the efficiency of the agencies which send news to all parts of the world. In some cases the gifts are made solely because of interest in the work for which the offering is to be used with no thought of personal glory. In other cases the hesitancy is due to the desire to avoid the army of beggars of all sorts which besets the doors of the wealthy and charitable.

The commencement season which has now begun with the closing of the theological seminaries will last until late in June, institutions of various sorts making much of the annual gatherings when graduating classes are sent forth, when alumni return for reunions, and when the governing bodies make their plans for the conduct of affairs. The college president has always taken particular delight in announcements of donations for buildings or endowments. They add strength to his administration, give fresh enthusiasm to the alumni and friends, and make the members of the faculties all the more earnest in their devotion to the cause of education to which they have dedicated their lives.

The growth of great fortunes in recent years has been attended with a generosity which is unparalleled in the world's history. Education, particularly, has profited. Not only have there been new institutions established on broad foundations, but older ones have been strengthened. The gifts of one millionaire have stimulated others to similar contributions. The small subscriptions of \$1,000 or more which once represented sacrifice and deep personal interest have largely been lost from view in the grants from the munificence of wealthy men and women. The struggles of a century are sometimes forgotten in the rejoicing over the receipt of a single check.

But the millionaires have had to pay for their generosity by being compelled to withstand the onslaughts of a legion of needy who have appealed to them for help for every conceivable cause. Some of them have taken relief in a system by which they require large gifts from others in order to secure the amount prom-

ised conditionally. Some of them have employed special secretaries to handle the begging letters and importunate visitors. Some of them have been driven to adopt a rule that their identity must remain unknown, even when their hearts are in the work and the announcement of their names might mean much in the way of gifts from others. There are some pleasures in connection with the ability and the willingness to do large things. There are also some pains, as the increasing number of anonymous donations indicates.

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Under the direction of the Regents some statistics have been recently prepared comparing

**Michigan Compares the expenses of
Expenses With Michigan with
Other Colleges.** those of the other

great universities in the country. The amount of instruction furnished to one student during one week is taken as the basis of the computation, and the unit is called a "student-week." This method, therefore, does not take into consideration the actual number of students, but only the amount of instruction given.

Upon this basis the figures are 154,938 student-weeks for Harvard as against 152,826 for Michigan. Columbia is next with 150,720 student-weeks, then Illinois with 137,718, and Cornell 131,176. The total expenditures of these different universities differed widely, however. Harvard spent \$1,607,034.89, while Michigan's budget called for but \$583,845.15. Wisconsin, with only 122,625 student-weeks, spent \$841,548.53, and Illinois' expenditures, with 15,000 student-weeks less than Michigan, were \$1,059,363.

Computed on a basis of cost per student-week, it is found that Harvard spends \$10.37 a week for one student, Cornell spends \$8.79, Chicago \$8.69, Yale \$7.94, Illinois \$7.59, Wisconsin \$6.86, Missouri \$6.33, Ohio \$5.46, Kansas \$4.13 and Michigan only \$3.82.

Of all the larger western universities, Indiana, Minnesota, Nebraska, and Iowa alone spend less than Michigan, and but a very little less, except in the case of Indiana, where the cost is only \$3.08 per student-week. Minnesota is at present

asking for an aggregate appropriation of \$1,500,000, and Wisconsin for an annual total income of \$1,207,000. Illinois is asking for \$3,347,500, or a one-mill bill. Michigan at present receives annually from the state but \$442,000.

* * *

In the Intercollegian Charles V. P. Young, director of physical training at Cornell University, returns an athletic verdict as follows:

**Thinks More
Athletics
Are Needed.**

"It seems to me that the solution to athletic problems in our colleges and universities lies not in less athletics but in more athletics. Provision for wholesome outdoor exercise must be made for the large number of men who for various reasons are unable to make one of the athletic teams, as well as for the few physically efficient who do make them. When it comes to be recognized by educational leaders generally that the athletic field, with its variety of games and exercises, its freedom and excitement, is an essential adjunct to university equipment, and provision is made for the exercise thereon of the entire student body, then I believe we will have in our athletic organization a leavening influence which will make for clean and wholesome sport, no matter how intense the desire to win. Intercollegiate contests will then become, as they should, events more or less incidental to the general systems of physical training."

Mr. Young's words are wholesome and most refreshing because they do not represent the viewpoint of the professional sporting writer. They place the academic values above the gate receipts.

* * *

The old Commencement Day of the fresh-water, sectarian college is gone forever, even though our youth should come to us again.

**The Commencement
of Long Ago.**

It has departed with the age when a plug hat and a Prince Albert were the *ne plus ultra* of male splendor of attire; when dinner was at noon, when there were fried potatoes and fried steak for breakfast, and for supper stewed dried peaches, cake and tea. All gone, and gone forever!

I returned to the Commencement at the old place not long ago, writes Eugene Wood, in *Everybody's Magazine*. It was not the old place at all. The North Building was bestowed away in an obscure nook as one hides the crayon portraits of Pap and Mother, once thought to be so fine—the old North, down whose spiral stair-rails we slid so gaily from the top floor to the basement. The old flagpole was gone. There were no rag-weeds in the front campus, and the paths were paved. There were fine buildings of cut stone with so many modern improvements that they didn't seem natural.

It was all changed. There was no platform under the canvas canopy, and no young orators filled their lungs with the June air laden with the perfume of the blossoming ailantuses. The Commencement exercises were held in the chapel, and instead of a brass band the organist vainly tried to catch the step of the President for the Priests' March from "Athalia." The faculty, the graduating class, all toggled out in fancy-colored hoods and swishing in black gowns, with mortar-boards whose tassels gave each a riotous black eye, sauntered up the aisle. Instead of making burning speeches, the class sat down placidly in the audience and listened—or appeared to listen—to a "Commencement orator," some big gun from somewhere.

* * *

A book that will interest every college man is "Individual Training in Our Colleges," by Clarence

**Individual Training
in Our
Colleges.**

F. Birdseye, a prominent New York lawyer. Mr.

Birdseye, who is an Amherst graduate of 1874, has for over five years been thoroughly investigating the student's problems in our colleges from the standpoint of the student himself, rather than from that of the college authorities or alumni. He has made a masterly analysis of the strong and weak points of college athletics, and shows clearly why what he calls "the one-horse-power professional coach" often has so much more influence with the student body than the fifty-horse-power faculty, with its archaic

marking system. He also carefully analyzes the Princeton preceptorial system, the new educational methods at the Carnegie Technical Schools at Pittsburgh, Pa., the report of the committee of the faculty as to student conditions at Harvard, and many other interesting aspects of the student problem that have never been before so sympathetically and clearly examined from the student's standpoint.

At Harvard, only five per cent. of a student's whole year is spent in the lecture or recitation room. and therefore ninety-five per cent. away from the direct influence of his professors. Mr. Birdseye demonstrates that it is this time outside of the classroom which dominates the other five per cent. and hence the student's course at college; that it is this outside life which today we are neglecting, and that from this neglect largely comes the existing dissatisfaction with our college courses. His discussion of the student's home life, as distinguished from the college community life, is entirely novel and unlocks many mysteries as to failures in college, appealing most directly to those parents who have disregarded this four-year period of their son's home life. He treats this college home life not only with the analytical mind of the trained lawyer, but also with the sympathy of the parent who has sent his own children to college.

Mr. Birdseye shows from the history of the earlier colleges their great power in training the mental and moral character of the individual student, and how this training is now lacking in our huge institutions. He discusses present college and business conditions, the effect of the Greek-letter fraternities upon the college home life of the students, and offers many suggestions drawn from his own investigations for restoring a proper training of the individual student. The discussion of the present evils of college life is complete and convincing, and evidently made by one who knows his subject thoroughly from the student's standpoint, and knows more than he tells.

The introduction is by Dr. Elmer Ells-

worth Brown, United States Commissioner of Education, and the book has received the warm approval of many other leading educators as the most important contribution made to the discussion of the constantly recurring question, What is the matter with our colleges? In this book the true meaning of the fraternities has been worked out, and their duties and responsibilities to their members and the colleges have been set forth with startling clearness. Mr. Birdseye shows how flogging flourished for one hundred and twenty years at Harvard, and at Yale for over fifty; and how fagging was officially recognized at both of these institutions until a century ago. Indeed, the book abounds with anecdote and illustration. It will prove of absorbing interest and stimulus to graduate and undergraduate, to parents and faculty, to high school teachers and students, and to all who are in doubt as to the fraternities in our college or high school.

* * *

Elihu Root, Secretary of State, in an address before Yale students, emphasized

**Secretary Root
Addresses
Yale Students.**

the growing menace of socialism to the nation. To counteract this

peril he urged constant vigilance in fostering patriotism and loyalty. Secretary Root warned his hearers that it was a mistake to assume that the republic will endure for the future. He said plainly that the people themselves may decide to change their form of government.

"We are accustomed to flatter ourselves," said Secretary Root, "that the great American experiment has been successful. It has, indeed, carried the demonstration of the popular capacity of the people to rule themselves far beyond the point which originally seemed possible to the enemies of popular government.

"Nevertheless, we must not delude ourselves with the idea that the American experiment of government has ended or that our task is accomplished. Our political system has proved successful under simple conditions. It still remains to be

seen how it will stand the strain of the vast complication of the life upon which we now are entering. It remains to be seen whether the democracy will be willing to continue the present methods of government, or whether, with their continually increasing realization of their own power, the people will change the old methods of government along such lines as foreshadowed by the proposals for an initiative and referendum—proposals that would substitute a direct democratic action for representative government, as representative government was substituted for absolute monarchical control.

“Modern democracy simply has ingrafted upon the old social system the assertion of the right to equal individual opportunity, so that no barrier of birth, caste, or privilege shall stand between any man and whatever career his ability, industry, and courage entitle him to achieve. The socialists, in no negligible numbers, demand a reorganization of society upon entirely different principles. Limitations upon the right of private property are widely favored. Limitations upon individual opportunity are still more widely enforced among all that part of the wage workers who believe in putting a limit upon the amount of work which each workman shall be permitted to do.

“After many centuries of struggle for the right of equality there is some reason to think that mankind now is entering upon a struggle for the right of inequality. It remains to be seen how democracy will work under those new conditions. The complication of an interdependent life will put the power of doing incalculable harm into the hands of so many men and combinations of men of different occupations that a realization of the common interest is absolutely essential to the working of the vast machine. The mere forcible enforcement of law is inadequate. It is not the fear of the policeman or the sheriff that keeps the peace in our many cities. It is the self-control of the millions of inhabitants.”

At the celebration of the ninety-fifth anniversary of the Princeton Theological

Seminary an announcement was made which illustrates the change

A Theological Laboratory. in the methods of instruction of intending ministers made necessary by modern conditions of life. One of the trustees, the president of the Baldwin Locomotive works, was mentioned as the donor of a completely furnished house in the city mission district of Philadelphia to be used as a sort of laboratory by the students of the seminary. Opportunity will be afforded through it of practical experience in religious work in a large city. To such actual service in what the scientist might call laboratory or field work, groups of students are to be regularly assigned.

There is frequent complaint that the candidates for the ministry are few in number. Perhaps one reason for this condition is the amount of preparation absolutely essential to success. The olden day notion of the sufficiency of “a call” is gone. The man who looks hopefully toward a career in the ministry is obliged to familiarize himself with a wide range of knowledge. The conventional requirements of courses in church history, pastoral theology, homiletics, and interpretation of the Old and New Testaments make but a small part of the equipment. Even more than ever forcefulness in public speaking is recognized as essential. But beyond this it is absolutely necessary that there be knowledge of the actual conditions of life which the minister must meet. Problems of urban life, questions of labor and capital, subjects connected with dependents, defectives, and delinquents, and many other topics of an economic and sociological nature must be studied and, to some degree, mastered.

Without much advertising of the fact there has been a good deal of laboratory and field work undertaken in recent years. Large city churches have had their missions which often have been in charge of ministerial students. They have had provision for assistance to their

pastors, this assistance being given by the same class of individuals, an assistance entirely distinct from practice preaching.

The gift to Princeton, therefore, simply recognizes what has been shown to be necessary and provides better machinery for accomplishing it. That a practical business man should furnish the equipment is interesting. Such a person well understands the value of the laboratory to the chemist or physicist. What experimentation is to the locomotive builder it is likewise to the one who hopes to improve humanity. The increased recognition of this fact during recent years is one of the notable things in the domain of theological education.

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The call for financial aid has been heard this year from both the great historic English universities. In February the Duke of Devonshire as chancellor of Cambridge University stood up and boldly declared that using the utmost economy his university could judiciously spend seven millions and a half dollars on immediate needs. This month Lord Curzon, the chancellor of Oxford, holds out his hat for the modest sum of a million and a quarter. President Eliot has always been reminding us that it is the very greatness of a great university that keeps it poor. The higher its reputation stands, the wider its field of usefulness, the greater are the demands upon it from those flocking to it from an ever-increasing geographical area. One such cause of Oxford's distress will occur to everyone in the Cecil Rhodes scholarships. There from a single source are launched upon the ancient seat of learning nearly two hundred students from all ends of the earth in the British Empire, and from the United States and Germany as well. Apparently the strain from this loading that must be felt by the old university did not occur to Mr. Rhodes; his benefaction was given to the students themselves. Lord Curzon, like the able politician that he is, touches the chord of imperialism in his appeal.

"Among modern languages English should stand first at an English university," he says. "It is the language of the empire, and Oxford, under the impulse given by the advent of the Rhodes scholars, may fairly be expected to take a leading part in the supply of teachers of our own language and literature to the younger universities, to colleges and to schools all over the world." It seems that the English department like that of foreign languages and literature is sadly overworked and an increased staff of teachers must be provided.

But this is not the whole nor the worst. The Bodleian Library cannot afford to print a complete catalogue, and is so cramped for room and short of personnel that it cannot grow and cannot be administered with advantage and comfort to the readers. Then there is no engineering or even an electrical department at Oxford, and it cannot remain longer under the reproach, in this age of the world, of being the only university with no equipment for turning out engineers. Such a lack will never do for a university of the empire, whose mission is to break the way in distant fastnesses. There is a demand, too, for scientific courses in agriculture and for more such in hygiene. Here is ample vindication for the modern American college idea after all. We shall not be reproached after this with devoting the amount of attention we do in our college courses to practical studies, the so-called "bread-and-butter courses" of applied science and engineering—now that even those ancient strongholds of classical learning find they do not meet the requirements of the times without them. Another American allusion one finds constantly on the lips of those who are begging for the ancient British universities. This is to the American millionaires; the million and a quarter dollars asked for by Oxford, they say, is a mere bagatelle on the scale on which university benefactions are made in the United States. It comes out that Mr. Gladstone on returning in his old age as a student to Oxford did some angling in golden streams and took it much to heart that he failed to land

his millionaire. It seems that in the United Kingdom the millionaires seldom turn their thoughts to Oxford and Cambridge. The seven millions and a half of dollars called for by the latter university seems a huge sum; but after all it is only

about as much as is regularly expended in England on a single battleship. The admonition to "think imperially" should extend to the imperial uses and influences of the ancient universities of Cambridge and Oxford.

A RHODES SCHOLAR'S VIEW OF OXFORD

The latest American holder of a Cecil Rhodes scholarship to tell what he sees at Oxford through American student spectacles is Stanley Royal Ashby. He sums up his impressions of the Oxford spirit thus:

"To destroy illusions, to show that idols are made of clay and to demonstrate that all authorities are but erring human creatures, this seems to be a characteristic of the Oxonian's mind."

All accounts have agreed that the American Rhodes scholars have been well received at Oxford. Mr. Ashby says that no one seriously thought the Americans would be of the cowboy order and would "tote pistols" or "raise war-whoops in the squads and lasso the gargoyles in the chapels," but he admits that some of the dons were disposed to shake their heads dubiously "over receiving so many American students into their midst."

Mr. Ashby was pleased at the hospitality of the upper classmen in giving breakfasts to the youngsters, but he says the average American doesn't quite understand the depth of Oxford etiquette for some time. On this point he says:

"One of the features of college etiquette to which I refer is a custom which enjoins that a freshman must not speak to a man of another year in the street unless he is first addressed by this exalted individual, who usually forgets to notice him even after entertaining him at breakfast."

Of the other restrictions of conduct of Oxford Mr. Ashby says:

"It is not privation to be forbidden to play marbles or shoot arrows in the high street, nor is it very irksome to wear

cap and gown on the prescribed occasions.

"But to men who have been accustomed to live where they chose during their college days elsewhere it is a decidedly novel experience, to put it mildly, to be required to leave college before 9 p. m., if at all during the evening; to be required to pay a shilling for each out of college guest departing after 11, as is the rule in some colleges, and to be liable to all sorts of dire penalties if they stay out five minutes after the clock has struck 12."

All the American Rhodes scholars who have written for print have had much to say about the athletic spirit at Oxford. This is natural, for many of the Americans have been noted athletes in college here. One of these was Schutt, the champion cross-country runner of Cornell.

The requirements for the selection of these students are that they must excel in three-tenths of their work for scholarship and that for the other seven-tenths they must excel in athletics, courage, high moral character and aptitude for public affairs. Mr. Ashby speaks of Oxford as the home of healthy sport, and the climate, because of the number of outdoor days, as peculiarly conducive to the English love of athletics. He compares the American college man's "insane desire to win" with the Englishman's love of contests for the sake of the game, and adds that at Oxford "it is considered unsportsmanlike and bad form to be too eager to win."

As to scholarship, Mr. Ashby says the Americans have found it difficult to adjust themselves to the system that re-

quires work, after having had experience with the American plan of taking optional studies. On this point he says:

"A man who wished to read for honors in English literature, from the purely literary point of view, found that he must spend half of his time turning over the dry bones of English philology. Some men, too, who have had no ambitions in a classical or legal way, have looked upon the first public examination in the classics and the preliminary examination in law, one or the other of which must be passed before entering a final school, as a somewhat unnecessary obstacle. The enforced examination in Holy Scripture has been viewed in the same light."

Mr. Ashby declares that there has not been a high idea of American scholarship at Oxford, largely because American college men do not receive the severe training in classics that English boys get, the Americans going in for history, modern languages, literature, natural science and economics in preference to Latin and Greek. Of the examination system Mr. Ashby speaks in high terms. He says Oxford "has reduced examining to a science" and adds:

"Instead of leaving the preparation of questions in the hands of the lecturers themselves, as a mere incidental duty among many others, Oxford entrusts this work to experts, who make it their special concern to prepare sets of questions that are as judiciously chosen as possible. The result is that, contrary to what is usually the case elsewhere, these examinations are truly a test of the student's knowledge. There are enough general questions to insure that no well prepared student shall be in danger of failing and enough questions of minute detail to cause the undoing of the idler."

To the so-called tutorial system of instruction in English universities Mr. Ashby has become a convert, and he says that its recent adoption by Princeton shows that its worth is being appreciated here. He says:

"The strong points of the method can very easily be seen. The tutor's feeling of responsibility for the men committed to his care, his interest in each one of them, his more intimate knowledge of their characters, all combine to give effectiveness to his labors, while the student should find the mere personal association with his tutor a stimulus, or even, in the case of a tutor of great personality, an inspiration.

"The tutor, too, gives his pupil a steadying hand to guide him through the chaos of conflicting authority. How often, when we adduced certain authorities for our statements, have we heard our tutor make such remarks as 'Oh, bother Mr. X's history of England,' or 'I have the greatest, the very greatest respect for Mr. Y., you understand, but——' or 'Mr. Z's book is out of date—oh, hopelessly out of date,' etc.

"Then when he has made us distrust one authority after another, he shows us how to derive good from all. Really, the tutor's comments upon books and lectures are almost as valuable as the books and lectures themselves."

The "marked critical attitude of Oxford" is what has impressed Mr. Ashby in its relationship to scholarship. He says there is an entire absence of pedantry and speaks of the learned men:

"Some of the most intellectual men of Oxford, far from making any parade of learning, are so unassuming that you would give them credit for only the most mediocre ability until better acquaintance reveals them to you. Only the other day a friend was relating to me how he had disgraced himself by mistaking a learned don for a freshman.

"Again, anything like sentimental enthusiasm is chilled by its reception. The man who goes into raptures over things hardly exists here at all, and if he did he would probably be regarded with a quiet, amused kind of tolerance that would bring him downward with a thud."

OF CURRENT INTEREST

THE YOUNG WOMAN AT COLLEGE.

What should a young woman show for her college course? At the banquet of the women of the University of Michigan, attended by over 300 students and alumnæ, held May 25, in Barbour Gymnasium, Mrs. Caroline M. Hill, Ph.D. '92, of Chicago, answered this question as follows, in the principal speech of the evening:

How shall you live for four years so that you will gain the maximum of valuable experience and knowledge with the minimum of nervous wear and tear?

I wonder what are the things a young woman should have to show for her college course?

1. I think good health and a good record on the books.

2. An open mind to the problems of the day and a disposition to take hold somewhere.

3. A high standard of excellence in the work she chooses, and training sufficient to maintain her standards.

4. And not least, friendships among the best young people of her period.

The value of these friendships is going to be more and more apparent as time goes on. They are to be what will unlock the big world to us in after life.

. . . Anything in after life that restricts the number and range of our friendships does it the greatest possible violence.

* * *

ARTIFICIAL COPPER.

Dr. Ira Benson, president of Johns Hopkins University, according to newspaper reports, is authority for the statement that Sir William Ramsey has discovered a method of making artificial copper, and that the great discovery will be made known to science when Sir William will read a paper on the subject before the Royal Chemical Society of Great Britain.

Prof. Remsen has a private letter from the famous Englishman, stating that Sir William has succeeded in accomplishing what no other chemist has ever been able

to do—the segregation of one element from another and the production of copper by the synthetic or combining process from the elements sodium, lithium, and potassium. A combination of these elements when treated with radium vapor gives as a product copper sulphate, which is readily “broken down” into copper. Such is the substance of his experiments. The discovery, if true, is of so startling a nature that we must withhold judgment until the publication of Sir William Ramsey’s paper. This brief preliminary note is published merely for what it is worth, and not as a verification.

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A NEW COLLEGE THEATER.

The “College Theater,” the new \$300,000 playhouse erected by the faculty of St. Vincent’s College, Chicago, was formally opened last month.

The “College Theater” is the first playhouse in America and possibly in the world to be owned, operated, and managed by a church, and the announcement that it will enter the field in competition with the high class down town playhouses adds a new factor to the theatrical situation in Chicago.

The priests who make up the faculty of St. Vincent’s College will manage the house, booking all its attractions, and looking after the other details which demand the attention of amusement promoters.

There is no balcony and no gallery in the house. The main floor provides for the accommodation of 1,075 persons, while the mezzanine floor has boxes which provide seats for 250. The theater occupies an isolated site, and has eighty-four exits, all facing on aisles leading to the heart of the auditorium.

The College Theater embraces an entirely novel principle. The ratio of aisle area to seating capacity is increased to the final exit, and in this connection a very wide and comparatively shallow auditorium, as in previous examples, insures popular favor. It is also proved

to be the logical development from the semi-circular plan of the ancients. The audience is brought closer to the actors, better sight lines are obtained, also a larger proportion of ground floor seats; always the most desirable. The College Theater is an extreme example of this new type, having by far the widest auditorium in this city and with the widest stage opening.

Another unique feature is what the architect describes as a safety ventilation and fire control. This consists of a continuous current of air from auditorium toward stage, which is in direct contrast to usual systems. The safety assured is the initial current ever present and ready to turn the flame of a stage conflagration away from the audience and up through the permanent and emergency stage vents. An ingenious arrangement makes this system always effective, whether stage curtain is up or down. A patent has been applied for, covering this system.

The absence of projecting galleries has given opportunity for interior architectural effect rarely seen. A magnificent octagonal dome surmounts the auditorium, and its eight sides frame a series of moral paintings, the most important undertaking of its kind and the largest canvases ever attempted in Chicago.

The subject is the "Progress of Education," depicted as follows: "Education in Classic Athens," "Rome—Constantine Delivering Rome to the Pope," "The First Christian School," "Ireland—The School of Europe in the Sixth Century," "The First Italian University," over the the proscenium an idealistic panel of the nine muses, with the winged horse Pegasus ridden by Music; "Oxford University, England"; "Catholic University of America at Washington." The composition coloring and technique are declared superb. The elevation of these paintings and the scale of the building have necessitated figures of heroic size, of which one panel alone contains more than 100.

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PRIMITIVE UNIVERSITY DAYS.

Carefully preserved among the archives of the University of Mich-

igan is a bulky manuscript volume of almost 800 pages, beautifully bound in red morocco, containing the history of the class of 1849. The book is largely the work of the class secretary, Theodore R. Chase, who died in 1898. It was submitted to the class at its 40th reunion, 1889. The volume is illustrated with several portraits of each member of the class, including a reproduction of the original daguerrotype taken at graduation.

Edmund Andrews, a member of the class, tells of the life and times before 1849. He describes the early Campus thus:

"As an inducement to the University to locate itself in Ann Arbor, the village, or some of its citizens, donated to the institution forty acres of land as a site. The tract was an exact square of a quarter of a mile on each side, nearly level, lying about 100 feet above the Huron river. The soil was fertile, gravelly loam, but there were scarcely a dozen trees on the whole of it. However, the location was healthy, and the view from it was fine in every direction. To the north the ground descended abruptly a hundred feet to the Huron river, while beyond it rose picturesque hills where the City Park now lies. To the east rose a hilly slope cut with deep valleys, and crowned with primeval woods.

"In addition to two dormitories the Regents built on the Campus four Professors' residences, each having an enclosed garden attached. They also enclosed the whole Campus with a high picket fence and built a stile with steps across it in front of the first dormitory.

"The north dormitory was built first, and about 1847 the Regents constructed the second, or south one. They were exactly alike, being each 42 feet wide, 110 feet long, and 4 stories high. At a later period they filled up the space between them by putting in the main building, thus converting the three into one structure.

"There was no well at the dormitories, but a large underground cistern was put in and rain water from the tin roofs led into it. The students pumped it out and carried it to their rooms and used it for

drink and ablutions. Behind the cistern was erected a tall post on which hung the college bell to call us to morning prayers and to recitations, etc.

Behind was a large square wood yard about 150 feet across. The students heated their rooms with stoves by firewood, which they purchased of neighboring farmers at about \$1.50 a cord. The boys sawed and split the wood themselves, and carried it up to their rooms in their arms. Some of them had to lug it up four stories. A wood-sawyer was hired by the College to supply the stoves in the chapel, laboratory, and recitation rooms. The dormitory rooms were usually arranged in suites and two or three students occupied each suite and paid a small rent to the University. The dormitories had no lightning rods, yet they never were struck by lightning, or at least not severely enough to do harm. The astronomical observatory was built on separate ground purchased outside the Campus.

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INTERCOLLEGIATE SPORT.

President Eliot will not abandon his fight against the evils of college athletics as they are now conducted. He has been consistent in his antagonism during several years. He has afforded abundant opportunity to the friends of the various sports to make their claims good. The fact that he still attacks the intercollegiate contests and expresses his decided preference for a condition at Harvard without such distractions from ideals of scholarship is notable. There is little doubt that his views represent not alone his mature judgment but also the opinions of large numbers of college men who have consulted with him about the subject.

The specific evil which finds condemnation is the exaggeration of athletics. The time given to training for events and the amount of time spent in conversation about it are counted serious drawbacks to the development of mental power and mental interest in college men. When the activity in athletics began to manifest itself it found many to support it, because "a sound mind in a sound body" was the view taken. There had

been a lack of attention to the "sound body" part. In the view of the veteran college president the other extreme has been reached.

One argument that has been used freely in recent years is that athletic success brings increased student enrollment. This theory is disputed on the ground that Harvard has not been pre-eminent for its success in intercollegiate contests, and yet no other institution in the country has had so much growth. While the unwonted prosperity of the country keeps up students will be sent to college, and there is little doubt that there would be large enrollments even if inter-collegiate athletics were entirely abolished.

The professional features of athletics are strongly condemned. The training of gladiators by means of professional assistants is being more and more opposed by college men. Just why one student should have a man to rub him and oil his body and watch every muscle in order to enable him to win a race or kick a football or pitch a deceptive curved ball when the great mass of his fellows have no such attention is hard to see, particularly when the amount of money spent on the few is compared with that devoted to the physical welfare of the many.

The contention that there should be more opportunity for athletics for the average student is a just one. But it is fair to those who are in charge of physical culture in the colleges to say that they are giving this phase of their work far more attention than they did a few years ago. Despite their efforts, however, it still remains true that forty or fifty students receive far too much attention simply because they are the team members from whom athletic victory is hoped.

President Eliot has a hard fight to make. Athletics are firmly entrenched in the colleges. There is no doubt that many faculty members would like to see their total exclusion, so far as intercollegiate relationships are concerned. There are others who wish to see the exaggerations mentioned by the president of Harvard checked. A rational posi-

tion is that the evils will be gradually eliminated and that sane standards will prevail in connection with the important work of developing men strong in body, in intellect, and in general equipment for the arduous duties of present day life.

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PENSIONS FOR COLLEGE PRESIDENTS.

One of the most important and hopeful signs of the times is the growing recognition of the fact that liberal provision should be made for the old age of college professors. The largest salaries of the teaching profession are not comparable to the financial returns that eminent talent commands when it is devoted to the activities of business. The intellectual gifts and unworldly aims of great scholars and inspiring teachers are not usually attended by an undue tendency to the kind of thrift that make sure of laying up something for the future. Those who are constitutional money-makers do not as a rule devote themselves to literary, or even scientific, pursuits. When adequate retiring pensions are provided, those of the highest gifts will be encouraged to remain, knowing that in their old age they will be provided for, and those who have passed the maximum of their power and usefulness can be superannuated without injustice or hardship. Wholly and eminently commendable is John D. Rockefeller's gift of \$3,000,000 as a pension fund for superannuated professors of Chicago University. Munificent as the sum is, it is none too large for its purpose.—From *Leslie's Weekly*.

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FUNDS FOR OXFORD.

Divergent opinions have been aroused in England by the appeal for \$1,000,000 made by Lord Curzon, the new chancellor of Oxford University. The funds are undeniably needed. Oxford has no electrical laboratory, it cannot turn out an engineer, it handles modern languages inadequately. On its literary side, moreover, it is handicapped by the bad shape into which the Bodleian library has fallen. These deficiencies there is no attempt to conceal, and even the critics who assert that Oxford has been ad-

ministered inefficiently grant that the appeal had to be made.

But the occasion has revived more than one problem. Oxford appealing for funds is Oxford open to criticism. Some do not care to see the chancellor "begging for alms," nor the university depending on "precarious and patronizing benevolence." The government's failure to make provision for university purposes is at the bottom of most complaint—a failure to which is ascribed in part Oxford's supposed alienation from the national life of England, its aristocratic tinge.

Whether Oxford is actually alienated, or whether its aristocratic aspect is not in the end wholly and expressively English it is vain to declare. It does not represent all the people—that is certain, but its appeal for funds is not really addressed to all the people and its pretensions to be national are restricted. The true problem is whether benevolence "patronizing" or otherwise, can affect the influence of the school.

According to English critics, the evils of "benevolence" are most apparent in American universities. The charge is not wholly unfounded, of course. The whole movement is dangerous to education that turns college presidents into solicitors after patronage. But before the people can directly supply sustenance for the entire intellectual life of a nation a democratization of learning or taste for learning, will have to be achieved. And that democratization will have to operate both ways, bringing to the governmental knee not only the un-literary taxpayer but the Oxford chancellor who at the present time much prefers to pull the latch string of the wealthy private patron.

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RUSSIANS IN SWISS UNIVERSITIES.

There are seven universities in Switzerland, and the enrolment of students was 6,024 for 1906, as against 5,380 for 1905. Almost every nationality is represented among these matriculants, 820 being Germans and 200 Austrians. Many Japanese, Persians, and Siberians also find an intellectual home in the little mountain republic. The most numerous

of foreign students, however, are Russians, says Emanuel Kuhne in the *Economiste Francais* (Paris). In 1905 there were distributed among the Swiss halls of learning 1,484 Russians, of which 996 belonged to the softer sex. This number rose in 1906 to 1,920, only 725 of these being men. The writer quoted says in this connection:

"Our Swiss universities continue to attract a crowd of strangers, especially Russians. Switzerland is the chosen place of education for such refugees, who find here the means of obtaining instruction on easy and reasonable terms. They live apart from the other students, on a scale of economy which is almost incredible. The position taken by these strangers in the high schools of Switzerland is such as rouses no slight disgust in the native scholars. These find in the halls and laboratories the best places frequently captured beforehand by these foreigners, whom they look upon as crowding out the home students."

* * *

ATTAINMENTS OF YOUNG MEN.

Fox was in parliament at nineteen. Cromwell was out of the University at eighteen. Bright had completed his school work at fifteen. Gladstone was in parliament at 22 and Lord of the Treasury at 24. Bacon graduated from Cambridge at 21 and Palmerston was Lord of the Admiralty at 23. Maurice of Saxony at 22 was conceded to be one of the most profound statesmen and the most able general of his generation. At 30 Napoleon was the greatest general of his day and the greatest law-maker among men.

In our own country Clay was in the senate at 28, and at 20 Webster was one of the most able men in congress, while Washington was a distinguished general at 22.

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THE GEORGE WASHINGTON UNIVERSITY.

The promoters of the George Washington University movement are much in earnest. They are now closing a campaign for providing a suitable site. They are seeking no congressional help, but their endeavor is to enlist the sympathies and co-operation of the entire

country. Many prominent men, including the President and the Secretary of the Treasury, have expressed approval of the scheme. Reasons are being advanced by speakers at public meetings why Washington, already a considerable social center, should also become the intellectual capital of the United States. In most lands, it is asserted, the seat of government contains the greatest and in many instances the only great university. The director of the bureau of American republics tells of meeting a Hindu potentate at the Delhi durbar, who announced his intention of sending his son to Harvard because he wished him to have the advantages of life at the American capital, but who, when informed that the only American university with whose name he was familiar was situated nearly five hundred miles from Washington, was immediately shaken alike in his determination and in his admiration of American good sense. An impressive exhibition, in fact, of arguments in favor of doing in this first decade of the twentieth century what members of the constitutional convention of 1787 wished to do, and what the first President sought to accomplish through his will and testament, is being made.

Out of the present agitation, Washington seems likely to secure a university of distinct importance, devoted in the main to graduate study of a highly specialized character. That in number of students or magnitude of private equipment it will be on a footing with longer established institutions of learning, may be doubted. Its opportunity will lie in pushing the development of facilities which cannot be duplicated elsewhere. In certain branches of study it may easily outrank all other American universities; in such subjects, indeed, as diplomacy, international law, American history since 1800, meteorology and the application of the physical sciences to agriculture, it seemingly must lead all others.

The ambitious university at Washington will not need a large acreage, with an array of museums and libraries, because these the government has established. Indeed, according to report the

university will be relocated on a tract rather less than ten acres—land enough no doubt, for such headquarters as are necessary where students do much of their work outside. Harvard University now occupies, exclusive of lands held for investment purposes, 542 acres. The Harvard Medical School alone occupies a site of twelve acres. Yale has an acreage somewhat smaller than that of Harvard, and Columbia, situated in the metropolis, covers a tract of nearly thirty-five acres. Chicago University's troubles arising from inadequate space in which to develop were delayed only by the gift, two or three years ago, of about sixty-five acres additional.

But when Washington has its university, what of New York, Philadelphia, Boston and other important centers of population? Professors of Columbia and Harvard and Yale will hardly migrate in a body to Washington. Nor will the institutions of our large cities be henceforth devoted solely to undergraduate work, leaving the fields of special research to be cultivated at Washington alone—not while the museums, libraries, and laboratories of several great communities offer to students exceptional facilities, many of which are by no means duplicated in governmental departments. We must remember that, exacting as the teaching profession is, the research instinct is normally strong among scholars. Facilities offered in New York or Boston tempt the studious just as the resources of Washington are tempting. Moreover, utilization at one center furthers utilization at all the others. The sections from which an important university at Washington will be most likely to draw its students are the west and south. Many a student will find his way for a year or two at Johns Hopkins, Columbia or Harvard, who but for the attractions of the capital city would never have gone beyond the senior year of the little provincial college in Texas or South Dakota. Thus, with scholarly assets already well developed and with comparatively few liabilities, the other leading American communities can afford to regard with friendly interest the present movement to secure an educa-

tional capitalization of the Smithsonian Institution, the National Museum, the Department of Agriculture, the bureau of standards, the Congressional Library and all the other working laboratories of the national government. For the existing federation of intellectual capitals of the continent is certain to persist.

* * *

RHODES SCHOLARS.

Dr. G. R. Parkin, agent of the Rhodes Scholarship Trust, has sent to the chairman of the committee of selection of Rhodes Scholars in each State, a circular letter in regard to the selection of scholars to be sent to Oxford University, which U. S. Commissioner Brown commends very highly for the importance of the information contained therein for young men aspiring to the scholarships. The following extract is particularly noteworthy:

Candidates who have passed the examination in previous years, and who hold the certificate of exemption from Responsions are still eligible.

There are some considerations, the result of experience in working the scheme, which the Trustees feel should be pointed out to committees of selection in connection with the present choice of scholars.

1. It is very undesirable to send to Oxford scholars who are embarrassed by debts contracted before the scholarship has been gained. Where an elected scholar is so hampered it is recommended that steps be taken locally to relieve him before he proceeds to Oxford.

2. It should be strongly impressed upon elected scholars that the sum provided for their maintenance, altho much larger than any ordinary University Scholarship, is only sufficient to meet necessary expenses, and should from the first be managed with care. It leaves no room for extensive travel, or for extravagance in any form. Where a scholar expects to get more from his residence in Europe than can be gained by ordinary expenditure at Oxford and a simple life during the holidays, he should look to private sources for the necessary supplement to his allowance. The Trust-

ees cannot consider applications for additional aid.

3. The expenses of a scholar in his first term are somewhat heavy, and he should, therefore, have at least \$100, or \$150 when he arrives in Oxford. Subsequent economy can easily make this good, if necessary, and a scholar should be able to complete his course without further assistance. Scholars should be especially warned against contracting debts at Oxford, for which there are many facilities.

I beg that you will, as Chairman of the Committee of Selection, bring these considerations to the notice of your Committee, and of your elected scholar, in such ways as you deem most advisable.

It is important that scholars should, immediately on their election, be furnished with a copy of the instructions prepared for their guidance, and included in the memorandum concerning the election of scholars already in your hands.

Only by the selection of men of ability, industry, and high character can the best results be attained for the scholarship scheme. Only men of this type can, at Oxford, reflect the highest credit on the communities which they represent.

* * *

TEACHING DEAF-MUTES TO SPEAK.

It is a misnomer to refer to anyone as "deaf and dumb," says the Scientific American. Except in rare instances a child is mute, not on account of any malformation of the vocal organs, but because it is deaf and has never heard a spoken language. The loss of the sense of hearing should, therefore, not necessarily mean deprivation of the power of speech also. It is only within recent years that we have come to realize this fact, and in up-to-date institutions the old-fashioned finger alphabet is now unknown. Every child is taught to speak in the natural way by means of the vocal organs.

Odd as it may seem, the oral method of teaching deaf-mutes antedates the finger alphabet by over a century. In 1580 a Spanish monk, Pedro Ponce de Leon, taught congenital mutes to speak simply by instructing them first to write in

characters the names of objects pointed out to them, and then to enunciate the sounds corresponding to the characters. But so little did the world value his discovery, that in less than forty years after his death he was forgotten, and Juan Pablo Bonet became the recognized founder of that method of instruction which Ponce had begun. This man, who was also a priest, published at Madrid in 1620 the first manual for teachers of the deaf, and which is in some respects still one of the best. The advantage of the articulate over the manual method of instruction was very slow to make itself felt. In 1850 several schools in the United States which had previously taught the sign method adopted a combination of the two. But not until 1867 was a school established which used the method of articulation only.

The articulate or oral system of teaching is based partially upon the imitative nature of the pupil. He has to rely much upon the observation of the movements of the teacher's vocal organs, and he endeavors to produce the same sounds by forming his lips and tongue in a similar fashion. A little instrument somewhat like a paper folder is sometimes used to bring the tongue into the proper position. It is of prime importance that the pupil perceive the difference between his own silent and the vocalized breath. This perception has been styled "the hearing of the deaf," and to produce it is the first aim of the instruction in labial reading. In the elementary classes the boys and girls are drilled into the A B C of articulation by being taken, one at a time, before a mirror and taught to imitate the movements of the teacher in making the sounds. Diagrams are also used to indicate the position of the palate or tongue in producing certain sounds. The whistling sound of *wh* is conveyed to the mind of the child by the aid of a pipe in the bowl of which is a little ball that is blown up and down as the sound is formed. In this way the children are taught to understand the value of various lip and palate formations in combination with the use of the lungs.

It is a strange experience to visit one

of these schools, and see the teacher talking gravely to the classes of deaf-mutes and the children responding as quickly as though they could hear all that was said. The only indication of their affliction is found in the flat tone of their voices. Hearing nothing, the children do not know the value of inflection, and hence speak with a dead tone which is quite pathetic. But there is nothing else to excite sympathy, for the children seem very happy. Every room has its corner filled with toys, which are used in explaining the names of objects. A child born deaf knows a cow by sight, but does not know it is called a cow. Therefore, after the rudiments of articulation have been imparted to him, the next step is to teach the child to speak the names of the various objects about him. The teacher points to the toy cow, and makes the facial contortion necessary to articulate the word. The child imitates, and soon has the word correctly spoken. Then he is sent to the blackboard, and is taught to write the name of the animal. Thus he is able to connect the written and spoken language. Simple sentences are taught in a similar manner. A child is given a ball. He knows perhaps by this time how to pronounce the word *ball*, but he must be taught to use the word in a sentence. Another child is called up, and the first child is told to throw the ball into the hands of the second pupil. The teacher explains that the action is expressed by the word *throw*. Then the class is taught that the way to express that action is to say, "I threw the ball." Having learned that much, the thrower writes the sentence down on the blackboard, and the class repeats the line over and over again, a tendency to wrong accentuation being corrected in each one, as is necessary.

The development of language follows a clearly defined arrangement of gram-

matical principles. These principles, however, are not given the child as such, but serve as an aid to the teacher in the selection and arrangement of exercises in simple English—such natural English as will most readily lend itself to the needs of the child's daily life. Thus, language is at first interpreted to him by the use of objects, actions, and pictures. The four or five years of the primary course are devoted almost exclusively to the acquirement of language and numbers, with introductory lessons in geography. In the grammar school department arithmetic, geography, history, and natural sciences are taught as nearly as possible according to the best methods employed in an ordinary school. The formation of the speech habit and the reading habit is considered of paramount importance. As soon as the child has been taught spontaneously to express himself in spoken language, and to look for such expression in others, he is shown the delightful things that are to be found on the printed page.

In the modern schools for the deaf, the pupils are not only taught intelligible speech, but trades as well. The older girls are taught wood carving, drawing, cooking, and sewing; the boys are taught printing, cabinet making, drawing, tailoring, etc. The perfection of the oral method of instruction is strikingly noted by the fact that congenital mutes are, at the time of the completion of their course, able to speak so perfectly, that it is difficult to distinguish their voices from those of normal persons. After graduation many pupils enter high schools, and sometimes colleges. Thus the transformation is accomplished, and the once considered unteachable deaf-mute is changed into an intelligent and respected citizen, and the deaf as a class are being highly elevated in public estimation.

AROUND THE CAMPUS

The gift of the senior class of Northwestern University this year, instead of being a stone, a gateway, a sun-dial or some other specimen of campus impedimenta, will be money with which to start a perpetual endowment for the university. Each member of the class agrees to give so much to the university each year as long as he lives. Each succeeding class is expected to follow the example, and within a few years the university will be enjoying a considerable income from this source.

* * *

A Chinese student, Joe Tong Lee, is to be one of the final competitors for the highest honors in English composition and oratory at New York University this year. He is one of the six selected to compete for the George Augustus Sandham oration prizes. His topic is "Daybreak in the Celestial Empire."

* * *

Plans for the first summer session in the College of Law of the University of Wisconsin are now complete. Opening on June 24, the course will continue for ten weeks, closing August 30. The work offered is designed to be equivalent to that of the regular course, so that full credit toward the degree of bachelor of laws may be given students for summer work successfully completed.

* * *

The college choir at Yale is to be increased to a hundred voices, and arrangements have been made with the University and Freshman Glee Clubs to select the singers.

* * *

A very pretty custom, and one that recalls the gratitude which Smith College girls feel toward the founder of the institution, Sophia Smith, is that of decorating her grave in Hatfield, every thirtieth of May. It is done by the freshmen of the Dewey House, the oldest dormitory, which was the home of Judge Dewey during Sophia Smith's lifetime. The flowers are furnished by the head gar-

dener. Early on the morning of Decoration Day the freshmen carry them to the old Hatfield Cemetery and place them on the grave of the woman whose farsightedness and generosity made possible the founding of what is now the largest woman's college in the world.

* * *

The annual elections to Gargoyle, the senior society, the highest society honor that can come to any Williams man, when the prominent representative men of the junior class receive public recognition for what they have done for Williams, were held in the usual way on the Quadrangle in front of Jesup Hall, on the afternoon of Memorial Day, immediately following the conclusion of the Amherst-Williams baseball game. The members of 1907 Gargoyle, in cap and gown, marched slowly out from Jesup Hall up along the line of juniors seated on the laboratory fence (on which by custom no underclassman is allowed to sit), and after returning down the line, formed a circle on the Quadrangle. Each individual Gargoyle member left this circle, passed up the line to the end of the fence, and on his way back swung from the fence a member of 1908, thereby elected to Gargoyle. The entire college and guests were seated on West College Hill, and the usual intense interest in the election, entirely secret until the men are taken from the fence, was shown. There were sixteen in the 1907 Gargoyle and seventeen in the 1908 Gargoyle.

* * *

The athletic reform movement does not appear to have penetrated to the Pacific coast. The Daily Palo Alto, in stating Stanford's reasons for declining the invitation to the "big nine" track meet, quotes a university authority as follows: "Stanford could not possibly compete under the rules as they now exist. In the first place, the freshmen would be excluded, and then the cardinal athletes would be forced to abolish their training table if they took part in the conference meet. A great many of the

regulations would affect Stanford in one way or another." This artless statement is gleefully reprinted by the Michigan Daily as an indication of "what the westerners think of Michigan and the conference regulations."

* * *

The Harvard Deutscher Verein recently entertained Captain Alberts and Lieutenant Breuer of the German cruiser Bremen, and several of the German members of the Harvard faculty. At the dinner, at which President Hanfstaengel of the Verein presided, speeches were made by Professors Munsterberg, Peabody, Francis and Schofield, and by W. T. Reincke, the German consul at Boston. After the dinner the Verein adjourned to the clubrooms, where a regular German Kneipe was held. In the course of the evening Captain Alberts presented to the Verein a sword to be used by presiding officers in the future to preserve order at the meetings. He said, in making the presentation: "This sword, which is exactly the same as the one the German emperor wears, and which stands for power and authority, I now present to the Deutscher Verein of Harvard, to be used by the president in presiding at all future meetings."

* * *

"Tap Day" was observed at Yale last month. All the members of the junior class appeared on the campus at about five o'clock, and each member of the three senior secret societies threaded his way through the huddled group and slapped some junior on the back in token of an election. Only one refusal to accept an election occurred, when Thomas Mercer Marshall of Pittsburg was "slapped" for Wolf's Head and told to "go to his room." He stood still, thereby declining election. He failed in his hope to be afterward chosen to either of the two other senior societies.

Several prominent members of the class of '08 were overlooked in the "tapping," among them Albert Spalding, the tennis player; Richard M. Bulkley, son of the United States senator from Connecticut; Charles Templeton Crocker, son of the late California senator; Haskell Noyes of Milwaukee, the basketball

captain; Walter Dray, the probable track captain for next year, and creator of a world's record in the pole vault, and Ellis Knowles, the golfer. The honor of being the last man "tapped" for "Bones" went to Captain Lucius Bigelow of the football eleven. The juniors who were elected were:

Skull and Bones—Harold Stanley, Great Barrington, Mass.; James C. Thornton, Bedford, Ind.; Charles L. Watkins, Scranton, Penn.; Walter G. Davis, Portland, Me.; Charles Seymour, New Haven; James W. Williams, Glastonbury, Conn.; George Dahl, Chicago; Roger P. Shepard, St. Paul; Dwight E. Griswold, Erie, Pa.; James M. Townsend, New York city; Tyson M. Dines, Denver; George H. Townsend, New Haven; Lester W. Perrin, New Haven; Joseph T. Foster, Scranton, Pa., and Lucius H. Bigelow, 3d, Brooklyn.

Scroll and Key—Raymond Ives, New York city; Edward C. Congdon, Duluth, Minn.; Lewis H. Wood, Cleveland; Donald C. Bakewell, Pittsburg; William H. Lyon, Cincinnati; Sidney D. Frissell, Hampton, Va.; Robert Abbott, Plainfield, N. J.; James C. Auchincloss, Gordon Auchincloss, Joseph H. Auchincloss and Cortland P. Dixon, New York city; George R. Berger, Pittsburg; Chauncy D. Garver, New York city, and Joshua B. Waterworth, Brooklyn.

Wolf's Head—Charles Elliott Ide, Syracuse; Charles M. Dupuy, Allegheny, Pa.; Jule M. Hannaford, St. Paul; Albert J. Mohlman, Brille, N. J.; Henry W. Webb and Paul Moore, New York city; Donald Porter, New Haven; Edward K. Hoyt, New York city; Irving J. MacDuffie, Lemars, Ia.; Samuel M. Holliday, St. Louis; Leonard Sullivan, New York city; Kenneth B. Wells, Scranton, Penn.; Robert H. Noyes, Jr., St. Paul; Chauncey P. Beadleston, New York city, and Thomas Fowler, Glen Falls, N. Y.

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A notable event at Brown University was the annual Hicks prize debate between the sophomore and junior classes of the university, when the first prize awarded for excellence in thought, delivery and style was won by Charles Evans

Hughes, Jr., son of the governor of the State of New York. The debate was on the question: "Resolved, That the recent actions of the authorities of the United States in regard to the Dominican Republic constitute a desirable departure in American diplomacy.

* * *

The Harvard Bulletin has passed into the management of the Alumni Association, with E. H. Wells and John D. Merrill as joint editors. Mr. Wells is the general secretary of the Alumni Association and with the reorganization of that body was made an editor of the Bulletin, which becomes the official organ of the graduates. The Bulletin, which has heretofore been published by the Athletic Association of Harvard graduates, will now be published by the Harvard Alumni Association, and the editorial and business offices of the paper will be at the headquarters of the Alumni Association, 50 State street, Boston. For a long time the Athletic Association of Harvard graduates has existed in name only. It was first formed to maintain the interest of the graduates in the sports of the undergraduates, and in a general way to foster and promote the athletics of the university. As these are now carried on there is little or nothing for a graduate organization to do, and for several years past the only function of the Athletic Association of Harvard Graduates has been the publication of the weekly Bulletin.

The reorganization of the Alumni Association by the establishment of headquarters in Boston, the appointment of a permanent secretary, and the determination of the officers to make the association of real value to the university, afforded an opportunity for greatly increasing the usefulness of the Bulletin if it could be acquired and published by the Alumni Association. The transfer was quickly arranged and has been carried out with the cordial approval of everybody concerned. The general character of the paper will not be changed. It is hoped that by its new affiliations its circulation will grow and that its opportunity for keeping in touch with the graduates and thus helping the university will increase. In past years the Bulletin has been self-

supporting. Under the new auspices it is expected that increased subscription lists will make something better possible, and that means will be provided not only for improving the paper, but also for maintaining and broadening the work of the Alumni Association. The future of the paper will be determined wholly by the degree in which the graduates of the university cooperate for its success.

* * *

The sixth annual exhibition between the camera clubs of Harvard, Pennsylvania and Michigan was held at Harvard last month. Each club entered fifty pictures, and of the three prizes and seven honorable mentions which were awarded, a Harvard student won the prize for the best individual photograph with his print called "Evening on the Charles." Students of the University of Pennsylvania won second and third prizes respectively. The University of Pennsylvania was awarded first prize for the best collection, Harvard was second and the University of Michigan third.

* * *

The faculty of arts and sciences of Harvard has issued a pamphlet containing the list of courses to be given during the next college year. The list includes a total of 570 courses, as against 533 courses this year. The principal changes have been made in the English literature courses, most of which have been rearranged in accordance with the plan to have them deal with certain periods of time rather than with specific works. The faculty has announced that hereafter no extra admission subject will be counted as a course or half-course towards a degree unless offered in advance as the equivalent of college work and unless the examination book has been read with that end in view.

* * *

The class day or ivy day exercises at Smith College will be entirely composed and executed by members of the senior class this year. For the last three years this has been the custom and has been so great a success, particularly in the musical line, that it will probably become a permanent tra-

dition. The ivy day exercises, which occur June 17, have two parts, the outdoor and the indoor. The former consists of the beautiful ivy procession, which is perhaps the prettiest event of the college year. The seniors wearing white and each carrying an American Beauty rose, march two by two between the junior ushers, who are dressed in colors and who carry on their shoulders the ropes of ivy which give the day its name.

Gathering on the steps of College Hall, the seniors sing the ivy song, while the senior president plants the ivy. This closes the outdoor program. Immediately following, the seniors march into Assembly Hall, while their friends and relatives hasten to get the best seats possible to see and hear the indoor exercises. These consist principally of a musical program and exercises.

* * *

At Williams College each year, a student is appointed to act as college guide for the summer. The college maintains a man on the campus from July through September for the purpose of conducting all visitors to Williams to the various points of interest about the campus, and to serve as a general center for information.

* * *

There is considerable change to go into effect next year in the mechanical engineering course at the Massachusetts Institute of Technology. The languages in the first two years have been decreased to a considerable extent and the professional work in the third and fourth years moved back to make room for more fourth-year work. German, which formerly was given in the second year, will be put back into the first year and is made optional with French. With this relief in the second year the hours in mechanism, mechanical engineering, drawing, English and European history have been lengthened. Fifteen more hours will be given in the outside study for mechanism, thirty hours will be added to the school work in drawing, thirty hours in and forty hours out of school added in English, and twenty hours added for European history. This will greatly increase the importance of the

general studies. Applied mechanics will be given in the second term of second year, it now being given in third year. The hours in mechanism have been decreased, while physics laboratory and precision of measurements will be given in this term, taking these subjects from third year. The hours in English will be decreased while German is taken out.

This pushing back of subjects greatly opens up the last two years, affording a chance to give longer courses in important subjects. The first term of third year will be similar to its present schedule, except that the second part of applied mechanics and physics laboratory will be given. In the second term what is now first term fourth year applied mechanics will be given and the laboratory work in this subject is added. The hours in the most important course of steam engineering have been greatly lengthened, and metallurgy of iron and heating and ventilating, now fourth year subjects, will be added. These changes give a greater opportunity in the fourth year for laboratory work and in the new course in power plant design added. With the new schedule the course will be splendidly strong throughout, without the jam of work that now comes in the third year. There will also be a better opportunity for the student to be grounded in the fundamental subjects of applied mechanics and physics.

* * *

The Harvard faculty of arts and sciences, at a recent meeting, made an important change in the rules regarding entrance conditions. Hereafter a student entering with conditions will be required to make up the deficiencies in his studies before he can be promoted to the sophomore class. Heretofore two years have been allowed for the passing off of entrance conditions. The class entering next year will be the first to feel the effect of the new regulations. Another change was made by which students who enter college with conditions in elective work will be permitted to remove those conditions by taking courses in subjects other than those in which the condition was imposed. This rule goes into effect at once.

The fund for a memorial to the late Robert Henry Thurston, director of Sibley College, Cornell, is now complete. This fund, started by the four classes in college at the time of Dr. Thurston's death, but since added to by other Sibley students, and, therefore, representing a tribute from Sibley men in general, amounts to about \$1,600. The memorial will be a bronze bust of Dr. Thurston by Herman Atkins MacNeil of New York. Mr. MacNeil was formerly instructor in Sibley, and was well acquainted with the late director.

* * *

Twelve Indian girls of the Chickasaw Nation, in Indian Territory, have written to President Winstone, of the State Agricultural College, Charlotte, N. C., requesting his aid in getting white husbands. The girls state that they have entered into a pact to marry none but white men. They have much land, and they think students at the Agricultural College will make the right sort of husbands. President Winstone read the letter to the students and it created enthusiasm. Fifty students have written replies to the girls.

* * *

Clarence F. Birdseye, Amherst '74, in his recent book on "Individual Training in Our Colleges," has this to say: "The general college atmosphere is not a culture atmosphere. Besides their real vices, many of our undergraduates run in debt needlessly, are extravagant, dilatory, unpunctual, neglectful of details, inaccurate in mental grasp, never finishing and mastering a thing thoroughly at the time, not keeping accounts, nor knowing the value of money or personal credit—becoming less and less fitted for the professional and business life they are to live for the next forty years."

* * *

The Julia Amory Appleton fellowship in architecture, at Harvard, is one of the best given in the university. This fellowship, which has an income of \$1,000 a year, is awarded to graduates in the architecture department who have taken the degree with distinction, or who have completed with distinction a year in the graduate school. The holder of the fel-

lowship is required to spend a year in travel and study in Europe, under the general direction of the professor of architecture. He is required to submit monthly reports of his progress, and to send at the end of each half-year a measured drawing of some great European monument of architecture. He is also required to make during his stay in Europe a detailed study of a building or group of buildings, and to publish the results of his study in permanent form when he relinquishes the fellowship. The award was made on the nomination of the department of architecture, and with the co-operation of a committee of practicing architects.

* * *

Charles A. Elch, of Cohasset, Mass., now that Thomas Wigglesworth is dead, is Harvard's oldest living graduate. He was 18 years old when he graduated in the class of 1833. He is 92 years of age, and practiced law nearly 70 years in Boston. He has one of the finest libraries in his State, and a splendid collection of paintings.

* * *

There is a movement under way among Yale undergraduates to consolidate *The Banner* and *Pot-Pourri* into a single university annual. At present *The Banner* is published by a board of editors who buy the concession from *The Lit.* The publication of *The Pot-Pourri* is controlled by the senior society of *Scroll and Key*. The books, though published at different times in the year, cover practically the same ground and have been maintained, to a certain extent, as rival and competitive year books. There is at present no university annual published.

* * *

The returns from 283 members of the Yale academic class of 1906 show that 120, or about 42 per cent, are in some form of business, as distinguished from professional work or studies preliminary to it. Corresponding figures for the classes of 1897-1902 compiled by Professor Bailey, are about 27 per cent, the change showing the rapidly increasing "pull" of business on the new graduates of Yale's "culture" department, corre-

sponding with returns from other colleges.

* * *

The attempt to disfranchise the Cornell coeds and to deprive them of the right to vote for all of the important officers in the junior class was soundly beaten in a class meeting, and the coeds won a big victory. The question arose over an attempt on the part of certain advocates of segregation to incorporate into the constitution of the class of 1908 a provision which would have allowed the girls to vote for three minor offices, but would have made the class president and other important class officers open only to a vote by the men. The Amendment was introduced by the editor in chief of the *Cornell Sun*, and had the backing of that paper in its editorial columns. It was supported by the so-called woman haters not only in the junior class but also in other classes, and it is understood had the moral support of most of the 1906 men now in the university.

To test the result one of the largest class meetings of the year gathered in Barnes Hall. When the vote was taken the amendment was beaten by a majority of about fifty, and even had the fifty coeds not voted at all, there were enough men on hand to defeat it, for under the constitution a three-fourths vote was necessary to secure its adoption.

* * *

The Harvard class of 1882 has chosen a committee to raise a fund of \$100,000 to be given to Harvard on the occasion of the twenty-fifth anniversary of the graduation of the class, which will be celebrated in June.

* * *

Amherst has adopted an innovation recently in the form of organized college singing. At the request of the senior honorary society the faculty granted the students permission to hold four or five "college sings" in the year instead of the regular chapel exercises. At these "sings" old and new Amherst songs have been rehearsed. On June 8 the annual class singing contest for the prize of \$50, offered by the class of 1884, will be held.

Three high-class Chinese women are numbered among the pupils of Wells College, Aurora, N. Y.—Mrs. Bien, who before her marriage was Miss Li, the granddaughter of Earl Li Hung Chang, Miss Chang, the daughter of the governor of the province of An Lim, and Mrs. Aze, whose grandfather is now one of the ministers of the celestial empire and is connected with all important movements in Peking. The coming of these young women is one of the direct results of the visit of the Chinese imperial commission to this country last spring, when they made a special study of our institutions for advanced education. Their report on the advantages offered in this country for the higher education of women was so good that the empress of China directed that several Chinese women be selected from the best families and sent over to take a course of study. They are to study the English language and literature and learn the customs and habits of cultured American women. As their coming is the first experiment of the kind among high-class Chinese, it is believed that the future education of the Chinese women will depend largely on their success. Some persons who are supposed to be in position to know assert that the empress of the Chinese purposes to leave the bulk of her large private fortune to advance the cause of the higher education of women. They say that the three pupils at Wells College are her own selection, and that she intends them to become, if not managing trustees of the fund which she will create, prominent leaders in the new movement.

* * *

According to a recent ruling of the faculty of the college of liberal arts of Northwestern University, persons entering the freshman class after this year will be prohibited from affiliating with any fraternity during the first semester of the college year. This will do away with the "rushing" during the opening days of school.

* * *

Members and friends of the graduating class of the college department of Temple College will be greeted in nine

different languages at the class day exercises in the college forum. Under the caption, defined on the program as "polyglot melange," the assorted greetings will be in English, Chinese, Hebrew, Greek, Latin, French, German, Italian and Russian.

Four of those chosen to extend greetings will speak their native tongues. Italian greetings will be conveyed by Nicola Spinelli, formerly an instructor in an advanced school in Venice, who came to this country and Temple College to get a thorough training in English. He will return to Italy shortly after commencement.

Miss Emilia Goldberg will speak in Russian. She is an exile from that country on account of her political utterances and though desirous of returning to preach to her people, the Czar's edicts have made any such action a dangerous venture.

How an address of welcome is delivered in Chinese will be shown by Miss Laura M. White, who interrupted her missionary work among the Celestials to return to this country and pursue further study. She will return to the far East during the summer. John Snoke, who will speak in German, goes to foreign lands as a medical missionary.

* * *

The women graduates of the University of Kansas have recently organized a branch of the Association of Collegiate Alumnae to co-operate with the national association in promotion of educational and social ideas. The Kansas branch has received altogether \$4,500 in fellowships from the national association. The present plans contemplate a home for working girls in which they will receive both educational and social benefits.

* * *

Diplomas will be withheld from Northwestern University students who fail to settle their bills and spend their allowances on social life. This ruling announced by the faculty has created consternation among the students and much satisfaction among the tradesmen who are seeking to collect their accounts. It is said the order is the result of the

flooding of the faculty with requests from merchants that the students be compelled to settle their obligations. Some of these complaints have been made in former years, but it is said that never before have they reached the proportions of the present year.

It is declared that many of the outstanding bills are due from students who come from homes of wealth and whose allowance is sufficient to enable them to pay as they go. Some of these, however, have chosen to contract bills and spend their ready cash in social diversions. Others have attempted to live beyond their means, with the result that they are now in serious financial straits.

* * *

Among the new Vassar College students is one who seems determined to prove that well-advanced years do not necessarily quench the thirst for higher education in which progressive women believe. This Vassar student, Mary Emily Van Dyne of Poughkeepsie, is 65 years old, and she has begun this term at Vassar as a student in a special course. This virtually classifies her as a freshman and makes her probably the most advanced in years of all the freshmen in the country.

* * *

In relating the experiences of some Yale expert linguists abroad, where they were unable to order a cab in Cherbourg on the landing, and could not ask for a cup of coffee in Germany, the Yale undergraduate organ, the *Daily News*, called the French and German Modern Language club of the university to account for this deplorable ignorance of a speaking knowledge of these various languages. The *News* says that parents who take their sons to Europe directly after graduation from Yale find when they land at Cherbourg that the college men can't understand what is said to them. Hackmen, as well as old folks, wonder of what practical use a college education can be.

* * *

Bowdoin College has received reports from 192 students resident at the college, of whom 167 have earned part or all of their college expenses. The amounts

reported include scholarships, prizes and the income of the vacations. These 167 men earned in the year 1906-'07 a total of \$37,709.76, an average of \$225. In the senior class 20 men earned in the year \$5,670.26, the average being \$283.51. These same men earned in their college courses \$18,045.99. Thus there are at least 20 men in a single class who, in their four years at Bowdoin, earned an average of \$902.34. One senior reports his earnings for each year as follows: \$137, \$264, \$320, \$549. Another, who received no scholarships or prizes, reports his earnings as \$139, \$359, \$388, \$488. Still another earned from \$400 to \$520 each year, working for a daily newspaper.

* * *

Liang Tung Yen, the new Chinese Minister to the United States, is a pretty good business man, according to the stories of some of his old classmates at Yale. When he was in college he was closely associated with a set of young fellows, ten in all, who had about the same allowance each month, \$100. All the checks came at once, and after a day or so every member of the set was "strapped." Liang finally solved the difficulty. The checks were all pooled, and each \$100 was to last the coterie three days. For exactly three days one man had to pay all the expenses of the ten. Thereafter, every one was able to get through the month without being in danger of starvation.

* * *

Boston University, according to the new year-book just issued, now has an enrollment of 1,428 students, divided as follows: College of Liberal Arts, 620; College of Agriculture, 270; School of Theology, 187; School of Law, 335; School of Medicine, 96; sum by departments, 1,600, of which number 172 are inserted twice. This makes the net attendance 1,428, or an increase of 27 over last year's figures.

* * *

As the culmination of a long discussion over the matter of undergraduate government at Columbia University, a plan has been agreed upon whereby the present board of student representatives

will be radically changed. The proposed scheme provides for a body composed of nine members chosen by a general election of all students in the university, and will be put into effect at once. To be eligible for membership on the board a student must either be a candidate for a degree in Columbia College or in the schools of applied science during the next academic year, or intending to be a duly registered student in the schools of law, political science, philosophy, pure science, or fine arts. This plan combines, in a general way, the ideas in the recommendations recently made by President Butler and those advocated by the students.

* * *

The *Amherst Student* had a few words of wisdom in a recent issue concerning one of the concrete ways in which it is possible for fraternity men to let the interests of their society take precedence over the interests of their college. "College first, fraternity second," says the *Student*, "is the motto to which undergraduates invariably point when the idea that Greek-letter societies are of great value to American college life is assailed. An impartial observer, however, is apt to believe that this doctrine is an idea not practical, at least not practiced. Already this season certain fraternities have held social functions while intercollegiate baseball games were being played on the home field, and not a few students attended the former rather than support the team. This state of affairs may exist where an institution's enrollment runs toward the 4,000 mark, but is inconsistent with the professed practice of the 'college first' ideal, especially in a college of some 400 students."

* * *

Why is it the U is no place for your
sister,
And yet is the one place on earth for
YOU, mister?
Can it be you've a rep that you don't
care to spread,
Or often wake up with a pain in your
head?
Perhaps you have more under Parky to
take

And don't want your man's superior
brain labeled "fake."

Perhaps you've a crush that you don't
want to stop

And have posed as the kind that would
stag at a hop.

Perhaps, as compared with your numer-
ous phlunks,

You've too frequent inspirations to write
home for plunks.

Whatever the cause—when you say with
wry face

That the U for your sister is not the
right place,

We suspect you of having a load on your
mind—

The reason you say it, we look hard to
find.

—*Wisconsin Sphinx.*

* * *

According to one of the leading mem-
bers of the Associated Alumni of Brown
University, an effort will be made at the
next meeting of the association to peti-
tion the General Assembly of the State
of Rhode Island for permission to amend
the charter of the university so as to
make the institution non-sectarian in-
stead of Baptist. At present the charter
of the university provides that a certain
number of the Board of Fellows shall be
members of the Baptist denomination
and of others, but the charter provides
that the majority shall always be of the
Baptist faith.

The matter has been discussed among
the alumni for some time, but no deter-
mined effort has been made until now.
in order to bring the matter before the
Associated Alumni in a formal manner,
a request has been made by those identi-
fied with the movement that announce-
ment of the question be incorporated in
the notice of meeting of the association.

Those in favor of the proposed change
claim that many desirable students are
deterred from attending the university,
and that in several instances the college

has been unable to participate in gener-
ous bequests owing to the denomination-
al clause in its charter.

* * *

The Legislature of Nevada has divided
the State into five school districts, with
a district superintendent of schools in
each, and a State superintendent at the
head of the system. The wording of the
law is such, according to the attorney-
general, that women are barred from
these superintendencies.

* * *

The value of the Military school to
the people at large is becoming more
and more appreciated as the wiser por-
tion of the community begin to learn
that though there be a good public school
at hand it cannot give to growing boys
all that it is best for them to have. Much
of a boy's life is spent outside of school
hours when he expects to have, and
should have, companions who will not do
him harm and who are manly and
truthful. Some Military schools, it is
true, are not as particular as they should
be as to the character of boys they ad-
mit, but many of them will not admit the
boy of bad character. Consequently
their cadets are a selected lot with whom
it is safe for any boy to associate. Such
boys as it admits naturally make the best
progress in mental, moral and physical
training, and their whole after life be-
comes more useful to the community.

* * *

It is estimated that the average edu-
cated man earns a salary of \$1,000 per
year, or \$40,000 in the earning period of
his life, and that the average uneducated
laborer earns \$450 per year, or \$18,000
in the earning period of his life. The
difference of \$22,000 represents the
money value of education. To secure
this education requires 2,160 days at
school. Thus each day the boy spends
in school is worth \$10 to him in after
life.

HOW CAN UNIVERSITIES AND COLLEGES BEST PROMOTE INTERNATIONAL ARBITRATION?

Remarks of Prominent Educators at the Lake Mohonk Conference on International Arbitration

Professor W. W. Willoughby, Professor of Political Science at Johns Hopkins University:

I have little faith in the attempt to create student interest by lecturing to them upon the moral and political advantages of a world-State or of a world federation of States in which war between its members shall not be waged. Nor do I think that much is to be gained by impressing upon them in spoken or written word, however eloquent, the immorality and desolating character of armed strife between civilized peoples. But I do have great faith in the good results to be reached by calling to the attention of our educated young men who are about to enter active life, the immediately practical features of the great movement for peace, for the advancement of which this conference is held. If possible, no student should be allowed to leave our institutions of higher learning without having had his attention directly called to the great results that have already been obtained in peaceable adjustment of conflicting international interests; and to the further steps that it is indubitably practicable to take in the immediate future. The American college and university student is both a reasonable and practical person. He does not need to be told that war is a hideous evil; but he does need to know that, in very many cases at least, it is an unnecessary evil, and that there are practical means—means that have already stood the test of application—by which this evil may be greatly reduced in extent and intensity. If, therefore, these incontrovertible facts can be, in some way, called to his attention, and the practicability of these means for avoiding war made plain to him, he will be convinced, and carry that conviction with him as a working principle into the life that he is entering.

The two means that to me seem most efficient are:

1st: That college and university instructors in Political Science should agree to present these facts to their classes at least once during each year.

2nd: That under the direction of this Conference there be prepared and sent to all college students an attractively printed pamphlet stating clearly and briefly the three elements of the problem—the prevention of disputes between nations, the peaceable adjustment of such disputes as do arise, and the mitigation of the severity of war, when, unhappily, it is begun—and then pointing out what has been accomplished in recent years, what treaties of arbitration have been entered into, what disputes settled, what additional steps for the peaceable adjustment of international differences may at present be urged as practicable propositions.

In this pamphlet should also be stated what organizations exist here and abroad for the promotion of international arbitration; and the sources whence additional information upon the subject may be obtained.

I have thus far been speaking of the *direct* means by which college students may be made interested in the problem of securing international peace. I am, however, strongly of the opinion that, counting progress by generations rather than by years, it will be found that greatest and most permanent advances toward international peace will come as a result from the spread of sound scientific knowledge of the nature and problems of political life, coupled, of course, with a steady increase in intellectual and ethical culture generally. I think we may confidently believe that with the increase in knowledge will come a broadening of sympathy and a corresponding decrease

of false and chauvinistic nationalism, which will render increasingly less likely a resort to force for the settlement of disputes between nations. Two of the elements of this increasing enlightenment that will especially tend towards peace will be (1) the better knowledge on the part of the people of each nation of the peculiar qualities and legitimate national aspirations of the peoples of other States; and (2) a clearer general conception of the rights and duties of nations looked at from the strict and technical viewpoint of International Law. At the recent banquet of the American Society of International Law, Secretary of State Root introduced the English Ambassador, Mr. James Bryce, as one who possibly more than any other individual has been instrumental in rendering less likely in the future war between the two great branches of the English-speaking race. This he had done in his great work, "The American Commonwealth," by which he had done so much to make the English understand their American kinsman.

The establishment of the American Society of International Law, and of the American Political Science Association, each with its annual meetings, its journal, its volumes of proceedings sent to all its members, and the general establishment in our universities and colleges of special chairs of political science, are of good omen, for with the spread of sound knowledge in matters political, is sure to come that increasing understanding which will show the needlessness of war between nations.

By way of conclusion, then, I would answer the question as to how colleges and universities may best promote international arbitration and allied movements, by inquiry, first, as a direct means, that no student be allowed to leave their halls without knowing the facts and practicable possibilities of international arbitration, and secondly, as an indirect, but most powerful means, the provision of special chairs, or at least of special courses dealing generally with the science of political relations, national and international.

President Rush Rhees, of Rochester University:

Assuming as obvious the service which colleges may render to the cause of international arbitration, by offering opportunities for the study of the modern arbitration movement, I believe that there are two other services to that cause which may be rendered in the line of college instruction.

The first is in connection with the study of economics. That study reveals in commercial and industrial life rivalries and conflicting interests which in acuteness are similar to the questions which often lead to war in the political world, and a study of present conditions reveals the same hesitancy to submit industrial questions to an unprejudiced judgment, as hinders the rapid growth of the cause of arbitration in international disputes.

Manifestly instruction in economics can offer no panacea for the cure either of industrial conflicts or of irrational temper in the settlement of such conflicts. Our students, however, may be trained in the habit of careful analysis of commercial and industrial conditions and the clear definition of the issues in any conflict of interests, so that when these present themselves educated men will instinctively make a calm study of the situation which will lead to the clearing away of irrelevant issues, and to a clear definition of the interests on both sides which seem to be in opposition. The direct consequence of such a clear understanding of the points at issue must be a cooler judgment, and thus, consciously or unconsciously, a predisposition to judicial rather than forcible modes of settlement.

But in order that such a wholesome condition may be attained there is a second service which our college instruction ought to render to the community, namely, a clearer development and stronger rooting in the minds of students of the sense of justice. This is in a measure undertaken now in our work in ethics, but I think it might be made more adequate. Speaking for the small college as distinct from the large uni-

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Professor Joseph H. Beale, Jr., Professor of Law at Harvard University, Cambridge, Mass.:

If I understand the temper and taste of the ordinary undergraduate in our colleges, it would be useless to offer him any instruction directed toward showing the advantages of international arbitration and universal peace, and intended to persuade him to support the work of a peace society. Whatever may have been the case sixty years ago, the undergraduate is now extremely impatient of moral advice masquerading under the guise of instruction. To be effective, any efforts made to influence the minds of college men must be in the direction of the historical and economic study of problems which are interesting and important in themselves; and the end will be gained only if from this study the student draws an inference as to the need of efforts for peace. To pursue such a course will not be a detriment to the general cause of peace. Any young man whose mind is adapted to the successful advocacy of any cause will be able to draw the right inferences for himself from the facts thus placed before him; and inferences that a man draws for himself will be much more likely to govern his actions and really enter into his plan of life than conclusions drawn for him by a teacher and set before him in however interesting and enticing a way in a didactic lecture.

The subjects in connection with which college instruction bearing upon the topic of peace is desirable are two: First, the history of institutions, and second, social and economic history. In connection with the study of institutional history and methods of government there are two striking analogies to present international conditions; the tendency of small states toward federation, and the tendency of private warfare toward legal settlement. It is necessary first to direct the mind of the student toward the constant trend in modern times from small independent political units, to greater organizations, and to investigate the gain in power that has come to the great nations of the present day from the federation and consolidation of their

constituent parts. The history of the United States of America and of the German Empire should be thoroughly studied to show the practical importance to those countries of the progress of the separate independent states first to a loose confederacy, and finally to a more perfect union such as now exists. From this study the course should turn to the constitution of the Concert of Europe; or, as we may now fairly term it, the Concert of the World. It should be pointed out that there really is an existing and tolerably well developed political constitution for this Concert; that it has developed, at least in embryo, an executive, a judiciary, and a legislative department and that it is quite as far advanced politically as the American Confederation in 1780.

Another line of investigation, the history of legal institutions and the development of methods of settling private disputes, ought to be opened to the student. The universal progress, in the ancient law of the Aryan peoples at least, from unchecked private vengeance to vengeance modified by customary law, thence to a legally regulated method of compensation for wrong, and finally to compensation through legal process, at first adopted by consent of the parties and afterwards enforced by a competent executive power, in being luminously explained by Professor Cinogradoff, in a notable series of lectures which he is delivering before several of our American Law Schools. The student who would not draw the desired inferences from this line of study would not be worth telling categorically that universal peace between nations is a certainty of the future and not an iridescent dream.

In some course on social and economic history the facts as to the social and economic results of war and of maintaining great armaments should be clearly shown. The consequences of war, both social and economic, not only to the vanquished country but also to the victor, should be thoroughly studied. The advantages of peace with honor are evident, but not exciting; the horrors of the battle field are obvious, but unreal to the ordinary man. But the story of the

effects of war, while a less obvious one, is most dramatic and convincing.

Now, how shall these subjects be taught to the undergraduate? It is natural to suggest that a course in each of them might be provided at the principal colleges; but this would be too expensive, and even if the money were forthcoming it could not be used in this way to the best advantage. In the first place, such courses would necessarily be elective, and they would be taken by comparatively few students. It is very desirable of course to reach those undergraduates who are likely themselves to become teachers, and would take such a course. But it is even more desirable to reach other classes of young men. The undergraduate who is to become a hard-headed man of business, or a man of weight in professional life, a politician of the higher sort, a great preacher, a great lawyer, is one who will best be able to advance a cause of the sort we are interested in. To reach them, instruction in the lines suggested must be included in the more or less elementary courses in history, government and economics. Only one thing now stands in the way of reaching them as we desire, and that is the fact that the subjects that we have been considering are not dealt with in scholarly treatises of the sort which would be read by the instructors and students. As a first step, therefore, toward the end we have in mind, it seems essential to secure from competent scholars, treatises which shall be both simple, virile, and scientific upon the subjects that I have indicated. After those treatises have been secured I feel sure that there will remain no difficulty in the way of instructing college students, so far as it is possible to instruct them effectively, in the advantages of universal peace.

* * *

President Charles F. Thwing, of Western Reserve University:

The college is ordained to train men and to discover truth. In training men the college promotes the cause of International Arbitration.

For, certain elements of character which the college trains holds most inti-

mate relationships to the great cause of arbitration. One characteristic mark of the educated man is self-restraint. Self-restraint is a function of the will. It represents calmness when one is tempted to be impetuous; humility when one is tempted to be arrogant; reticence when the provocation is to speak. But self-restraint is more than a function of the will. It stands for the simplicity, quietness and soberness of the gentleman. It is remote from bumptiousness, extravagance, and what in both metaphor and fact is called loudness. Such a quality the college trains. Self-restraint, however, is never to become atrophy or self-negation. It represents repression at one point, in order to gain force in another. It is the dam built to give greater power to the pent-up stream. The man of self-restraint is the man who best can arbitrate. The college, therefore, by training men of self-restraint, is helping forward the cause of arbitration.

A second characteristic of the educated man is a comprehensiveness of intellectual vision and understanding. The educated man knows that truth is not a straight line of two sides; it is a polygon—it is a circle—for it has an infinite number of sides. College trains a man to the largest vision and understanding of which he is capable. The association of fellows with each other is one source of such training. Men of diverse origin—geographic, domestic, pecuniary and social—mingle. The angle of the vision of duty and of truth varies. What to one is true seems to another false; to one expedient, to another necessary; to one morally wrong, to another morally right. Associations, intimate and prolonged, with men of diverse origin, give to the student a comprehensiveness of intellectual understanding and outlook. Largeness of view is not to be bought by hazy indefiniteness of interpretation. If comprehensiveness be large in outlook, it is still to be clear in articulation. Certain studies especially promote such intellectual comprehensiveness. This is one of the superb results of the study of history. If history be interpreted as a record of events, the bare record disciplines intel-

lectual breadth of mind. If history be interpreted as a record of certain relations, cause and results, it trains the highest forces of mind. The man of comprehensive mind is the man who declines to accept his own judgment, or his own interpretation as the only interpretation. He knows there are other judgments and other interpretations. These his moral impulse prompts him to learn. Such learning represents intellectual comprehensiveness. Breadth of understanding promotes arbitration.

An example of these two qualities of self-restraint and of intellectual comprehensiveness is found in John Hay. By nature there was in him a certain impetuosity. The training given him at Brown by Lincoln, Harkness, Diman and Angell, trained in him calmness, judiciousness. The same training of the same men opened his eyes to largest visions. Who could be a student of Diman without, if he were small, becoming large, or if he were large, without becoming a larger, man?

The college, therefore, training men of self-restraint and of comprehensiveness, promotes our great cause of international arbitration.

* * *

Professor John Bassett Moore, of Columbia University:

In the terms in which the subject of discussion at the present session of this conference is stated, namely, the relation of colleges and universities to the arbitration movement, there is an implied recognition of the fact that the movement is in large sense an educational one. To this element of the problem sufficient consideration has not, I think, been given; but there are signs that its importance is beginning to be appreciated. Certain it is that at the Lake Mohonk Conference on International Arbitration there have within the past two years been adopted two practical measures having a distinctly educational object. One of these was the formation of the American Society of International Law, which was started on its career at Lake Mohonk just two years ago. The other was the adoption at the same session of the resolution offered by President Daniel C.

Gilman, looking to the study of international arbitration in our colleges and universities.

By this resolution it was suggested to the universities and colleges of the United States that "concerted efforts" should be put forth "to secure among undergraduates early and careful consideration of the principles of international arbitration;" that a most appropriate day for students' meetings was the 22nd of February, especially in view of the fact that it was Washington who, as President, laid the foundation of the practice of arbitration which has distinguished the foreign policy of the United States; that, if it should in some places be more convenient, observance might be made of the 18th day of May, which is the anniversary of the opening of the first Hague Conference; and that the arrangement or conduct of the meetings should be committed as far as practicable to the undergraduates, who might engage in debates among themselves or secure addresses or courses of lectures from those who could speak with authority on the subject.

Under the promptings of this resolution, numerous meetings were held at universities and colleges on the 22nd of February, 1906; and it is a noteworthy circumstance, as the East is often supposed to be more peaceful than the West, that most of these meetings were held at Western institutions. Perhaps the most elaborate celebration was that held in the Greek Theatre, at Berkeley, and more than twelve hundred persons were present.

At Columbia University, in New York, a meeting was held on the 21st of February, 1906, at which addresses were made, and at which a resolution was adopted looking to concerted action among undergraduate bodies. By this resolution it was provided that a committee of undergraduates should be appointed, with power to add to its number, for the purpose of forming at Columbia an organization to promote, either independently or in co-operation with the representatives of other institutions of learning, the design of the resolution adopted at Lake Mohonk Conference,

June 2, 1905, looking to the consideration of the principles of international Arbitration by the undergraduates of American universities and colleges. A committee was appointed, but, before any definite action was taken by it, two societies were started elsewhere with objects in view similar to that with which the committee was charged. One of these was called the "Intercollegiate Peace Association," which held a meeting at Earlham College, Richmond, Indiana, on April 13 and 14, 1906; the other is the "Intercollegiate Peace Association of the Middle West." Both these associations, as I am informed, received their original impulse from the resolution adopted at Lake Mohonk in 1905.

Notwithstanding the formation of these societies, it still seemed to the Columbia committee to be desirable to continue to act on the lines of the resolution of February 21, 1906, with a view to the founding of a strong national organization among the universities and colleges, particularly to promote the study of international questions. Advantage was therefore taken of the presence of delegates from all parts of the country, at the recent National Arbitration and Peace Congress, at New York, to hold a meeting at Columbia University, for the purpose of forming such an organization. The meeting was attended by delegates from various universities and colleges, including representatives of the Intercollegiate Peace Association of the Middle West; and a resolution was adopted, under which a committee was appointed "for the purpose of forming an intercollegiate organization to promote the study and discussion of international affairs, with a view to the dissemination of correct information, the removal of misunderstandings, and the amicable settlement of international disputes on the basis of law and justice."

The committee appointed under this resolution is not considering what further steps shall be taken. The resolution, it will be observed, looks to the establishment of an organization which shall be primarily educational. It recognizes the fact that, of all the causes of international strife, none is more

fruitful than misunderstandings born of prejudice and misrepresentation. It is the common experience of students of history in our universities and colleges that their later studies are largely devoted to ridding their minds of erroneous prepossessions created by their earlier instruction. Many of our so-called "school histories" are little more than historical travesties, the inevitable effect of which, whether intended or unintended, is to keep alive national animosities.

If we would have peace, we must remove the causes of war; and first of all we must dissipate unfounded passions and prejudices by means of enlightened discussion and correct information. Our colleges and universities are now performing a great work in this direction; but I desire to submit the question whether still more might not be accomplished, if under the auspices of a national intercollegiate association, a society were formed, either independently or in conjunction with some existing local organization, at each university and college, for the purpose of cultivating an interest in international affairs and of diffusing correct information concerning them. The opinions and suggestions of eminent authorities on education, who are present here today, on this question would no doubt be as valuable as they would be interesting.

* * *

Professor Elbert Russell, of Earlham College, Richmond, Indiana:

I am convinced that in our attempt to interest college men in International Arbitration, it is only necessary to have the facts properly presented to them. In this work it is more important to find interested men, than to build up organizations. It is necessary for success in this cause to have literature placed within the reach of the student body, and then they must have some inducement to study this literature.

My experience has been that little reliance can be placed upon student organizations to maintain a steady interest in this subject. While student organizations will maintain themselves to promote the general interests of college life, such as athletics, oratory, etc., yet inter-

est in arbitration as well as in all other questions aside from the immediate interests of student life, must be maintained through the agencies and influences outside the student body.

The best way to create an interest in such larger questions of public life is to work through the machinery of the regular college institutions or to begin with the established interests of college life. The most important thing is to secure members of the faculty, who are interested in presenting and promoting the cause of arbitration. The most important member to secure for this purpose is the professor of History or Political Science. The college preacher may also have some influence. It is always well to secure the co-operation of the college or university president. These men will open the way for special lectures on the subject or to the formation and promotion of societies interested in this cause.

One of the most successful ways of arousing interest among the students is through the departments of Rhetoric and Public Speaking. The offering of prizes for the best orations or essays upon the subject of peace and arbitration, will induce students otherwise ignorant or indifferent to study the subject, with the almost inevitable result that they become enthusiastic converts to this cause. Peace societies among students are sometimes an effectual means of furthering the cause, but too often fail in accomplishing their purpose unless there are enthusiastic professors or strong students to keep them up, or unless there are oratorical contests or debates, which serve to stimulate interest. Student organizations are so numerous that the number of students effectually reached by a new one is apt to be small unless there are contests or other definite ends to arouse student interest in its work.

AMONG THE FACULTY

Dr. William Jewett Tucker has resigned as president of Dartmouth College. Ill health was the cause.

Dr. Tucker will leave Hanover at once on leave of absence, but will return next fall and continue his duties until his successor has been appointed. After the successor has taken office Dr. Tucker plans to remain in Hanover, assuming a lectureship. He doubtless will remain on the board of trustees.

The board of trustees has given no hint concerning the choice for president since it was offered to Prof. Francis Brown of the Union Theological seminary. He had so identified himself, however, with various progressive movements and had become so thoroughly absorbed in his work as a teacher that he did not feel it to be best to take this step into executive work.

* * *

President Hadley of Yale will go to Berlin soon after the October meeting of the corporation, to fill the Theodore

Roosevelt professorship "of American History and Institutions" in the University of Berlin. He will return next February in time for the next March meeting of the corporation. The subject of his public lectures will be "The Question of Industrial Policy in the United States," and the subject of his class-room work will be "Exercises in American Industrial History." Under the conditions of the professorship the lectures must be delivered in German. President Hadley will be absent about five months.

* * *

President J. W. Conger, who for the past 21 years has been president of the Ouachita College, Arkadelphia, Ark., has resigned in order to accept the presidency of the Southwestern Baptist University of Tennessee, his Alma Mater. He has been repeatedly urged to accept this position, but said he felt that he was needed in Arkansas with the school he organized. He has been president of the Ouachita College since its organization,

and it is now one of the strongest colleges in the South, with five good academies in various parts of the state.

* * *

Professor W. I. Gibson has resigned as president of Burleson College, Greenville, Texas, and on the suggestion and indorsement of Prof. Gibson the vacancy was filled by the election of Prof. H. M. Duncan as president of the college. Prof. Gibson will remain a member of the faculty as teacher of language. Prof. C. Dalton has been elected teacher of science and history. Miss Maxwell of Waco has been elected teacher of English.

* * *

The Rev. W. Henry George has been elected to the presidency of Geneva College, Beaver Falls, Pa., to succeed the Rev. W. P. Johnson, who has become president emeritus. Mr. George is a graduate of the Reformed Presbyterian Seminary in Allegheny, later receiving degrees from Harvard and Princeton universities. He will accept the position.

* * *

A. R. Hatton of the University of Chicago will be the first incumbent of the M. A. Hanna chair of political economy of the Western Reserve University of Cleveland. This announcement was made by President Charles F. Thwing of the university. A fund of over \$100,000 was raised by the friends of the late Ohio senator for the establishment of this chair, the amount being turned over to the school one year ago.

* * *

Dr. William Duane, professor of physics in the University of Colorado since 1897, has resigned in order to accept a position under Mme. Curie, the radium expert, in Paris. Dr. Duane studied under the two Curies previous to the death of M. Curie.

* * *

The Illinois Federation of Colleges closed its convention at Augustana College last month, by the re-election of R. E. Hieronymus, president of Eureka College, Eureka, as president, and Robert Graham of the Illinois Wesleyan of Bloomington, as secretary. Thomas McClelland, president of Knox College, and

President A. R. Taylor of James Milliken of Decatur were elected members of the executive committee.

The institutions represented at this meeting were as follows: Augustana College; Northwestern College, Naperville; Carthage; St. Ignatius, Chicago; Westfield; Eureka; Corpus Christi, Galesburg; Greenville; Blackburn, Carlinville; Millikin, Decatur; Monmouth; Austin Effingham; Ewing; Shurtleff, Upper Alton; St. Vincent College, Chicago; Hedding College, Abingdon; University of Chicago, Chicago; Lombard, Galesburg; Northwestern University, Evanston; St. Viators, Bourbonnais; Knox, Galesburg; St. Francis Solanus, Quincy; Wheaton; Illinois Wesleyan, Bloomington; Lincoln; Illinois, Jacksonville; McKendree, Lebanon, and St. Mary's of Knoxville.

The next meeting will be held at Illinois College at Jacksonville May 4 and 5, 1908.

* * *

W. A. Fleet, a graduate of Culver Military Academy and B. A. and M. A. of the University of Virginia, the first appointee from Virginia to attend Oxford University under the conditions of Cecil Rhodes' will, has just completed a three years' course in the classics at Oxford. Princeton has called him to a place on its classical faculty and Mr. Fleet will enter upon his duties there next fall.

* * *

Dean Roscoe Pound of the University of Nebraska Law School will be added to the faculty of the Northwestern University Law School as senior professor of law at the close of the present school year. Prof. Pound is the author of works on the history of common law and on Roman law. He is secretary of the Nebraska State Bar association, director of botanical survey and ex-commissioner of the Supreme court of Nebraska.

* * *

Dr. J. Arthur Thompson, regius professor of natural history in Aberdeen University, Scotland, has been announced as the Bross lecturer at Lake Forest College for 1907. This will be the first public appearance in America

of the famous insular scholar. The lectures will be given early in October, and will be five in number on the general subject of "The Bible of Nature." He will give two additional lectures on popular subjects entitled "The Biology of the Seasons" and "The Wonders of Bird Life in Britain."

* * *

Benjamin Marsden Price has been selected by President Woodrow Wilson, of Princeton University, as assistant professor of jurisprudence and political science. The young man will be graduated from the Oxford law department next month with the degree of B. C. L. and will begin his duties at Princeton next fall.

Professor Price is 24 years of age. He graduated from Shadyside Academy in 1900, later going to Princeton, where he graduated in 1904 "magnus cum laude." A few days after receiving this honor he won the Cecil Rhodes scholarship to Oxford.

* * *

Professor William Henry Schofield, professor of comparative literature at Harvard University, has been chosen to be visiting professor at the University of Berlin for the academic year 1907-1908. Professor Schofield will go to the German university in exchange for a professor who will come to Harvard, in accordance with a custom established three years ago. He will succeed Professor Richards, who is now in Germany lecturing on chemistry.

* * *

The retirement of Dr. John Mickleborough from the principalship of the Boys' High School at Brooklyn has been made the occasion of a fitting testimonial banquet. Superintendent Maxwell, speaking appreciatively of Dr. Mickleborough's career, said that the name of his school had become "a synonym for scholarship," and added, "Dr. Mickleborough has always stood firm for a high ethical standard in his school. I have never known him to say a mean or unkind word about any man or any woman. *I have never known him to retail scandal or circulate calumny.* He has invariably

maintained the very highest standard of morals and manners."

* * *

Rt. Rev. Samuel Fallows, bishop of the Reformed Episcopal Church of Chicago, will deliver the baccalaureate sermon at the University of Illinois, Urbana. James Bryce, British ambassador to the United States, will deliver the address at the annual commencement exercises.

* * *

Rev. E. Van Dyke Wight, president of Hastings College, Nebr., has tendered his resignation and the same has been accepted by the college board. Rev. Wight, who was pastor of the local Presbyterian church for many years, has accepted a call to the pastorate of the Presbyterian church at Middletown, N. Y. This is not far from where Rev. Wight formerly resided in that state. He expects to depart for that place, accompanied by his family, within the near future.

* * *

George Herbert Locke, recently professor of education and dean of the College of Education of the University of Chicago, has been appointed dean of the school for training of teachers in Macdonald College, affiliated with McGill University, Montreal. Mr. Locke will also be a professor in the faculty of arts of McGill.

* * *

Dr. Maurice Francis Egan of the Catholic University of America has been offered the diplomatic mission to Denmark or Portugal. The choice of these places was offered to Dr. Egan by President Roosevelt prior to the president's departure for his Virginia outing. Dr. Egan has not as yet announced his decision.

* * *

Col. E. Y. Burton, who has been a member of the faculty of the State Normal School, Kirksville, Mo., for the past two years, has accepted the position as commandant of St. Charles Military College, St. Charles, Mo., for the coming year. Formerly he was a member of the faculty of the college, and prior to that time he was in charge of the Howell Institute of Howell, Mo.

Dr. William Everett, the principal of Adams Academy, Quincy, Mass., has accepted the Clark lectureship at Trinity College, Cambridge, England, for the season of 1907-1908.

* * *

There will be some vacancies in the faculty of the Louisiana State University at the expiration of this season. Prof. J. T. Barklay, who occupies the Chair of Spanish, will resign to accept a position in the University of Denver. The position of commandant of the University will also have to be filled for next year. The time of the appointment of Captain A. C. Read has expired, and at the beginning of next session the War Department will detail some Army officer to fill the vacancy. An effort was made to have Captain Read's time of service here as commandant extended again this year, but as the officials at Washington had made this extension last year they were unable to make another.

W. J. Duncan, Assistant Commandant, left a short time ago for the Philippines, where he holds a position as teacher, and the position of assistant commandant will also have to be filled. These three positions, with the two additional instructors in the Law Department, are the places that will have to be filled for next year.

* * *

Professor Charles McLean Andrews, head of the Department of History at Bryn Mawr since 1888, has resigned to accept a professorship in the University of Pennsylvania. His place will be taken by Charles Clarence Williamson, research assistant of the Carnegie Institute, 1905-07.

* * *

Announcement has been made by the Yale corporation of the election of Dr. George Lincoln Hendrickson, professor of Latin in the University of Chicago, as professor of Latin in the college, but he will not take up his duties at Yale until a year from next fall. He is a graduate of Johns Hopkins University.

* * *

At the ninth annual meeting of the Naples Table Association for Promoting Laboratory Research by Women, held

recently at Mount Holyoke College, the following officers were elected: President, Miss Sarah E. Doyle of Providence; treasurer, for one year (a re-election), Mrs. Elizabeth Lawrence Clarke; secretary for three years (a re-election), Mrs. Ada Wing Mead of Providence. For six months of the past year the holder of the table was Miss Helen Sherman, 1905, University of Wisconsin; and for two months this year the table has been occupied by Miss Grace Watkinson, Smith, 1902, who has been working for her Ph. D. degree at the University of Leipzig, Germany. Miss Florence Peebles, Bryn Mawr, 1900, and for some years associate professor of biology at the Woman's College of Baltimore, who has twice before held the table for short periods, is the present occupant. The privilege has been awarded for the spring of 1908 to Miss Mary Jane Hogue, Woman's College of Baltimore, 1905, at present graduate assistant in the department of biology at Bryn Mawr College.

* * *

Dr. C. R. Wieland of Peabody Museum has gone to Europe for a stay of five months. He will visit the plant collections of northern and southern Europe for special study of cycads, the results to be published in his second volume on that subject. The expenses of the investigation and publication are borne by the Carnegie fund.

* * *

Several changes and promotions in the faculty of Haverford College have been announced. The vacancy in the mathematical department caused by the resignation of Prof. Ernest W. Brown has been filled by the promotion of Dr. L. W. Reid to a full professorship and William H. Jackson, M. A., of Cambridge, at present an instructor in Manchester, has been appointed an associate professor in that department.

Dr. Don C. Barrett has been promoted from an associate to a full professorship in economics. Prof. Wilfred P. Mustard has resigned the professorship of Latin to accept a "collegiate professorship" in Johns Hopkins University, and Richard M. Gummere, Haverford, '02, now in the

graduate school at Harvard University, has been appointed instructor of Latin. Thomas K. Brown, Haverford, '06, has been appointed instructor of German for the year 1907-08.

* * *

William Lambert Richardson, professor of obstetrics, and dean of the faculty of medicine. also dean of the Harvard Medical School, has resigned from these offices, the resignation to take effect September 1, 1907. He joined the Harvard faculty in 1871.

* * *

Francis Humphreys Storer, professor of agricultural chemistry at Harvard, and dean of the Bussey Institution, has resigned from active duties and has been appointed professor emeritus. The services of Professor Storer began with his appointment on November 25, 1870.

* * *

Professor L. V. Dodge, of Berea College, Ky., is to retire after more than thirty years' service, and will receive a Carnegie pension. In political science he is succeeded by Professor E. Albert Cook, Ph. D. (Halle); in classics by Professor William A. Cooke, sometime instructor in Park College, Missouri, and at present a post-graduate student at Princeton University.

* * *

Stanley Perkins Chase, class of 1905, Bowdoin College, and now in Harvard Graduate School has been appointed instructor in English at Northwestern University.

* * *

Rev. John Davis Skilton, A. M., a graduate of Kenyon College, class of '88, and of the Philadelphia Divinity School, class of '92, has been elected head master of the Cheshire (Conn.) School. Rev. Mr. Skilton until 1899 was engaged in parochial work in St. Paul's Church, Cleveland, O., and at the American Church in Nice, France. He was principal of Cheltenham Military Academy, at Ogontz, Pa., for four years. For two years he was owner and head master of Melrose Academy, Philadelphia, subsequently becoming house master of Chestnut Hill Academy, Philadelphia.

For next year a number of changes have been made in the heads of departments and divisions at Harvard. In the department of Semitic languages and history Professor D. G. Lyon, who is now in Palestine as director of the American School of Oriental Study and Research, will take the place of Professor C. H. Toy as chairman of the department; Professor J. H. Wright will take charge of ancient languages to succeed Professor H. W. Smyth. Professor J. A. Walz will succeed Professor H. C. Bierwirth as head of the department of Germanic languages and literatures. In the division of history and government Professor Gross gives way to Professor A. C. Coolidge. Professor E. F. Gay takes the place of Professor W. Z. Ripley in the department of political economy, and Professor T. W. Richards assumes charge of the department of chemistry in place of Professor C. L. Jackson.

* * *

Miss Gertrude Schopperle, of Wellesley College, has been awarded the Ottenborfer Memorial Fellowship in Germanic language and literature with its income of \$900 for study in Europe. Miss Schopperle is permitted to hold this fellowship in addition to the fellowship of the Women's Educational Association, previously awarded, and will spend the next two years in working upon her monograph on the Tristan story, studying in Oxford, Berlin, and Paris.

* * *

John Kirk, for forty years connected with the Ragged School Union, chiefly as secretary, has been knighted by King Edward. The Ragged School Union and Shaftesbury Society is a beneficent institution which takes charge of dependent boys, cares for them, teaches them habits of industry and thrift, educates them, instructs them in trades and finds openings in life for them. He has always specially interested himself in child cripples. Mr. Kirk is now sixty years old.

* * *

Professor William R. Hart of the Nebraska Normal School has been selected by the faculty of Amherst College as head of the new department of agricultural education to be established in the

fall. The new department will aim to promote agriculture by teaching it both as an art and as a science, not only to those who will be instructors in technical schools, but to those who will advance the knowledge in the public schools.

* * *

Lewis Dana Hill, who has been a junior master in the Rindge Manual Training School of Cambridge, Mass., for the last seven years, where he has taught chemistry and mathematics, has resigned his position, and has accepted the chair of physics and chemistry in the Normal College of the City of New York. He will begin his duties in his new position in September.

Mr. Hill was graduated from the Cambridge Latin School in 1890, from Harvard College in 1894, and received his A. M. degree in 1896. After leaving college he went into business, and for two years was the manager of the American Roller Bearing Company. Since 1900, in addition to his work in the Rindge School, he has taught in both Harvard and Radcliffe, and in the Harvard Summer School.

Mr. Hill's father, Frank A. Hill, was for some years headmaster of the Cambridge High School, and at the time of his death in 1903, secretary of the State Board of Education.

* * *

The Swedish Academy of Science has appointed Prof. Hjalmar Sjogren as Sweden's representative at the Royal Geographical Society's centennial jubilee in London.

* * *

Professor John Russell Sampson, for eight years a professor of Davidson College, N. C., and who was widely known in Charlotte and North Carolina, died on May 14th, at his home near Charlottesville, Va. Dr. Sampson was a son of Dr. Francis Sampson and was educated at the University of Virginia and Hampden Sidney. After studying abroad he accepted a professorship at Davidson and after eight years there assumed charge of Pantops Academy, near Monticello, Va., which became one of the most noted

university schools in the South. His wife and two children survive.

* * *

Ernest W. Huffcutt, formerly professor of law at Northwestern University, Chicago, and later dean of the Law School of Cornell University and legal adviser to Governor Hughes, shot himself on board the Albany boat C. W. Morse coming down the Hudson River Friday night, May 3rd.

Ernest W. Huffcutt was born at Kent, Conn., in 1860, and was graduated from Cornell University in 1884. He was for a time private secretary to Andrew D. White, ex-president of Cornell, and was an instructor in English at Cornell, in 1888-90. Later he was a professor of law in Northwestern University and Indiana University. In 1893 he returned to Cornell as a professor of law and in 1903 he was made dean of the faculty of law there. He became counsel to the late Governor Higgins in 1906 and was retained in that capacity by Governor Hughes. He was active in legislative reform movements and was the author of several legal works, including "The Law of Agency."

* * *

Miss Harriet Newell Haskell, for nearly forty years principal of the Monticello Seminary, a school for young ladies located at Godfrey, Ill., died on May 6th.

Miss Haskell, who was 72 years old, had been principal of the school since 1867. She was born in Waldeboro, Me., Jan. 14, 1835, and was graduated from Mount Holyoke Seminary in Massachusetts in 1855. While attending Mount Holyoke she made the acquaintance of Miss Emily G. Alden, and the two have been constant companions and had a common home for fifty-five years. Miss Alden is now teacher of physiology, zoology and United States history at Monticello, and it is to her that the members of the alumni have sent their messages of condolence. Miss Haskell's death was due to heart disease. She had been ill for some time.

As an evidence of Miss Haskell's energy and ability, her admirers are fond of telling how she rebuilt the school after

it had burned to the ground in 1888. Though there was but \$70,000 insurance on the buildings, she did not despair. Starting out among the alumni of the school, many of whom had married wealthy men, in a brief time she had \$250,000 in hand. A new school was then planned and built on much more elaborate lines than the old, till nearly half a million dollars had been expended. Three years after its completion the last debt was paid.

* * *

Captain Charles A. Curtis, veteran of the civil war, well known author, and professor of military tactics at the University of Wisconsin, died at Madison, Wis., on May 27th, of blood poisoning.

He was 70 years of age, and had been a resident of Madison for many years. Previous to his retirement from the regular army in 1871, he had been a noted Indian fighter on the plains. The body was taken to Washington for interment in the national cemetery at Arlington.

* * *

Professor Gustav J. Stoekel, the first head of the department of music at Yale University and second oldest professor emeritus of that institution, died at his home in Norfolk, Conn., on May 17th, at the age of 88 years.

Professor Stoekel became an instructor at Yale in 1849, and served for many years as organist in the college chapel. Afterward he became Battell professor of music, serving in that chair until 1896, when he was made professor emeritus. He took a warm interest in the work of the college glee clubs, for which he arranged many songs. Of these the one which has survived most prominently is the famous "'Neath the Elms of Old Yale," which Professor Stoekel adapted from a German recruit march about 1870.

* * *

Albert Harkness, professor emeritus of languages at Brown University and author of many text books, died on May 26th at his residence in Providence, R. I.

Father Walter Henry Hill, an aged priest and philosopher of St. Louis University, a noted author and educator, died on May 18th, at the university. Father Hill was 85 years old, and the years had been spent usefully for the benefit of his fellow-man. Although a courageous spirit kept his mind very active until the end, he had not had any set duties at the university for the last year, conducting retreats or writing as his strength permitted.

Father Hill was born on the 21st of January, 1822, on a farm near Lebanon, Ky. In 1843 he graduated from St. Mary's College, and, after coming to St. Louis and studying medicine at St. Louis University he entered the Jesuit order. In 1848 he became professor of mathematics, physics and rhetoric in St. Joseph's college at Bardstown, Ky., where he remained seven years.

He taught in the St. Louis University in 1855, and from 1871 to 1884. He completed his higher studies in Boston, and after being ordained priest, removed to the Jesuit novitiate in Frederick, Md. He returned to St. Louis in 1864, and became professor of logic and metaphysics in the university.

Father Hill was an ardent educator. He was president of St. Xavier's College in Cincinnati for four years, and succeeded in rebuilding the college in the face of opposition from the legislature. He also chartered a college in Kansas.

The books which he wrote caused a good deal of discussion, and have been used for many years as Catholic textbooks throughout this country and Europe. He was essentially a philosopher and was consulted many times by others. "Elements of Philosophy" and "Ethics, or Moral Philosophy," were his most noted works, and, besides, he compiled a history of St. Louis University and contributed many articles to the American Catholic Quarterly, one of which, "Mental Insanity," received much attention. Father Hill celebrated the golden jubilee of his ordination as a priest in Chicago in 1897.

GENERAL COLLEGE NEWS

One section of Seabury Hall, the main dormitory at Trinity College, Hartford, Conn., was partly burned on May 22nd, and the library near by was damaged. The fire caught from the torch of a plumber who was on the roof at work. Seabury Hall is about 600 feet long, three stories in height and of brown stone. The students saved most of the furniture and then carried most of the books from the building. The library contained about 50,000 volumes. Many volumes were water-soaked or destroyed.

* * *

Anna Durand cottage, one of the group of dormitory buildings at Lake Forest college, was almost completely destroyed by fire last month. The fire started in an upper story and the roof was burned off. The origin of the fire is unknown. The blaze occurred at a time when there were few students in the cottage.

The Annie Durand cottage was the gift of Mrs. Henry C. Durand of Lake Forest, who presented it twelve years ago as a memorial to her daughter, Annie. It was valued at \$30,000. The walls left standing by the fire will be torn down and the building probably will be rebuilt with additions to accommodate the increasing number of students which the academy is enrolling. The building destroyed was regarded as one of the most completely equipped for the purpose for which it was designed in the country. It contained, besides twenty-two bedrooms, parlors, reading-rooms, bathrooms and recreation-rooms.

* * *

Ground has been broken for the new library of Oberlin College, the gift of Andrew Carnegie. The building will cost \$150,000.

* * *

Marquette College, Milwaukee, Wis., has filed an amendment to its charter changing its name to Marquette University and providing for the granting of degrees in "art, literature and science

as shall be appropriate to the courses prescribed and as are usually conferred in similar institutions."

* * *

The arrangements for the new engineering college which is to be established at Northwestern University will probably be announced at the commencement exercises of that institution. Two years of regular college work will be required, to be followed by three years of thorough special training. This will make the institution unique among engineering schools of the country. For the starting of this school \$500,000 is available.

Vice-President Charles Warren Fairbanks will be the orator at the commencement exercises of the university.

* * *

Negro educators have purchased a site at Bay City, Texas, and will establish a college for the higher education of their race. Rev. L. S. Todd of Brazoria is financial secretary of the institution, and has the support of E. L. Blackshear, principal of Prairie View Normal; S. L. Campbell, editor of the *Herald*, and other prominent negroes of that section of the State.

* * *

At the annual convention of the United Daughters of the Confederacy, held in Jackson, Miss., last month, one matter of peculiar interest was the work done since the last meeting in the direction of establishing "Confederate scholarships" in the various colleges of the State, male and female. The denominational colleges, Millsaps and Mississippi College, have promised to give each one scholarship, and the Daughters will pay the board and tuition. The Daughters will also endeavor to get the Legislature to provide scholarships in the State institutions.

* * *

The Baptist Educational Commission in Texas have decided to locate a Baptist college somewhere in East Texas,

and will receive bids from all Texas towns in this locality.

* * *

One of the chief subjects of discussion at the Southern Baptist Convention was the report of Chairman P. T. Hale on general denominational education. Dr. Hale was formerly President of Southwestern University, and is now General Secretary of the Baptist Educational Society of Kentucky, with headquarters in Louisville.

The report gave extended statistics regarding the Baptist educational condition in the South. It took an exceedingly hopeful view of the future of Baptist institutions, and stated that there were over 21,000 students in the denominational institutions, of whom about 1,100 were preparing for the Baptist ministry. These institutions now own property to the extent of nearly \$10,000,000.

The most striking thing, and one that will cause discussion in every Southern Baptist paper, was the suggestion that the time has come for the establishment in the South of a great university, to be the head of the educational system of the more than 2,000,000 of Southern Baptists. A wealthy banker, Theodore Harris, of Louisville, has notified Dr. Hale that he is ready to give \$100,000 cash for the establishment of that institution in the city of Louisville.

* * *

At a meeting of the trustees of the Western College for Women at Oxford, Ohio, the building of an addition to the school was suggested and discussed. Many students have been turned away because of lack of room. A proposition for raising an endowment of \$250,000 was read. Andrew Carnegie is willing to donate \$50,000 if the balance is subscribed.

* * *

The appropriation of \$400,000 for the University of Pennsylvania has passed both houses of the Pennsylvania Legislature. The authorities have not announced what they will do with the fund, but it is thought that the money will be *applied to new buildings and the endowment.* The Pennsylvania Senate has

unanimously passed a bill appropriating \$300,000 to the American Philosophical Society to provide a fitting memorial to Benjamin Franklin, founder of the University of Pennsylvania.

* * *

At the sixtieth commencement of the Illinois Woman's College, Jacksonville, Ill., President Harker announced the raising of \$75,000 to meet the \$25,000 offer of Andrew Carnegie.

* * *

At Wesley College, Grand Forks, N. D., a new dormitory—the first of the new Wesley group—is being erected this summer. The building will be of white brick with red tile roof. The floors are to be of tarazzo and the use of wood will be avoided as far as possible. The building will be a four-story structure, modern in all its appointments. The cost of the building, not including foundations, will be about \$35,000.

The first denominational college to be established in affiliation with a state university, Wesley College, has attracted wide attention and the passing of the enterprise from experiment to established fact marks an era in education. The principle of the foundation is that state and church, as represented by state and church schools, are not separate or opposing forces, but rather efforts in different fields of one and the same people. The State University is a civic institution and limitations imposed by the present state of public opinion are obviated—and further, wasteful duplication is avoided—by the co-operation of these two types of college and university into a common—though not organically interrelated—educational group.

* * *

At a recent meeting of the trustees of Smith College there was a discussion of plans for erecting not only a library and an assembly hall, but also two dormitories. All four buildings will be erected during the coming year, regardless of the conditions affecting labor or material. No locations have been selected, but it is generally expected that the buildings will be erected on the campus. It has been suggested that one of the smaller

dormitories be moved and the library be erected in the center of the campus.

* * *

The semi-centennial celebration of the founding of the Michigan Agricultural College, Lansing, which had at its climax an address by President Roosevelt, was held last month.

* * *

The cornerstone of the new Warthen College, Wrightsville, Ga., was laid with appropriate ceremonies on May 24th. The college building cost \$25,000.

* * *

McCosh Hall, the new recitation building at Princeton, will be ready for use at the opening of college next fall. It will contain forty-four rooms, twenty-six for preceptorial conferences. The large auditorium will have a seating capacity of 600.

* * *

Carnegie Loch, at Princeton, has been entirely surrounded by a string of rules and regulations. Only members of Princeton University may use the lake without written permission from the trustees; no motor boats will be allowed; no boats may be offered for hire; no structure shall be erected along the shores; no picnics shall be allowed without special permission, and "all persons bathing in the lake must wear bathing suits." The last rule has excited considerable amusement among the undergraduates, but the trustees say that it is a necessary one. Princeton takes the rules in good part and there is every disposition to protect the Carnegie gift in any way possible.

* * *

Plans have been completed for the remodeling of the present library room at Drake University into a gymnasium for the use of the young ladies of the school. The plans call for the expenditure of \$6,000 and for the use of all the rooms on the north side of the hall, in the construction of one of the most complete equipments of any school of the West.

The lower floor, where the present boiler room is located, will be used as a locker and bathroom, the boilers being placed in the new heating plant. The present floor of the library will be torn out and a new floor built, the clear space

on the floor being 57 by 48 feet, making a space for an admirable basket ball field. The ceiling will be twenty feet high. A running track will be built with a length of twenty-six laps to the mile, provided with all the best modern tracks.

* * *

Mr. and Mrs. Frank S. Witherbee of New York City have given \$10,000 to Yale University to create a fund in memory of Lispenard Stewart Witherbee, a former member of the class of 1907, Yale College, who died during the winter. The income is to be used to help academical students of strong character.

* * *

Temple College, Philadelphia, is planning to erect an eight-story stone structure, measuring 129 feet on Broad street and 140 feet of Brown street. It is to contain the departments of medicine, theology, law, engineering and science and the executive offices. There will also be a library and a number of lecture and class rooms.

* * *

At the commencement exercises of Berea College, Kentucky, Dr. Canfield of Columbia University will be the orator. The occasion will be signalized by the opening of the new Carnegie Library, and the new printing building, erected in memory of George Bruce, the man who standardized the sizes of type now used throughout the world.

Berea now has the largest college library in the State of Kentucky—26,000 volumes—and will be enriched by the private collection of the late A. D. Mayo of Washington, D. C.

* * *

Bradley Polytechnic Institute, Peoria, Ill., is preparing to celebrate the close of its first ten years. The recent Founder's Day exercises were rendered memorable by the announcement by Director Theodore C. Burgess that it was planned to build a new gymnasium during the coming year. This is a gift of the founder, Mrs. Bradley, who was herself present at the exercises, although more than ninety years of age. Plans for a gymnasium to cost \$75,000 will be prepared at once. This will add greatly to the efficiency of an institution which is doing an important work in central Illinois.

Ground has been broken at the Athens Female College for another \$15,000 addition to the already large and handsome structure. This is to be completed by the first of September or October, ready for the fall session of the college. This will give additional room for nearly one hundred girls in the boarding department, and will make an equipment there worth about \$100,000.

* * *

A special circular has been issued by Teachers College, Columbia University, New York City, which contains announcement of the department of Physical Education and an address by Dr. Abraham Jacobi, entitled, "The Prevention of Tuberculosis in School Children." This circular will be sent gratis on application to the Secretary of Teachers' College.

* * *

President Kirby, of Drury College, Springfield, Mo., has announced that the deficit of that institution, aggregating \$6,000, has been wiped out by a contribution of \$20,000 made by the widow of James K. Burnham of Kansas City, who was a member of the board of trustees during his lifetime. Dr. Kirby says he is now confident of raising the remainder of the \$250,000 endowment fund before the last day of June.

* * *

The Illinois conference of the Swedish Lutheran churches of America have decided to aid in raising an endowment fund of \$250,000 for Augustana College at Rock Island by 1910, when the Augustana synod will celebrate its fiftieth anniversary with a grand jubilee.

* * *

William R. Moody, of the Mount Hermon School, has announced a gift of \$50,000 from the family of the late William E. Dodge of New York, to be used in erecting a dining hall. Mr. Dodge was for many years a friend of the school, and since his death the members of his family have continued their interest in it. This gift makes the fifth building which has been presented to the school within a year, the other four including the domestic science building, given by the Misses Billings of Wood-

stock, Vt., a chapel and music hall, presented by Mrs. Russell Sage, and the administration building, given by W. F. and E. F. Holbrook of Keene, N. H.

* * *

The new Engineering Building at Swarthmore College, Pa., which will be completed and ready for use in January, 1908, will be devoted mainly to shop work and testing of machinery. The building is three stories in height, is 50 feet in width, and 112 feet in length. The architectural design is simple and effective, and harmonizes well with the buildings adjacent to it.

The walls are constructed of hollow concrete blocks made at the site of the building. These blocks are faced with white sand, and were laid in cement mortar of the same mixture as the facing employed in their manufacture; the joints were struck with a special V-shaped tool, and no further pointing was done. At the level of the second floor there is a massive belt course, eighteen inches thick, of concrete cast in forms and set in place. By the method of casting this course, it is lighter in finish than the walls, and produces a pleasing contrast. An interrupted belt course at the level of the third floor, and the massive lintels over the windows, were cast in place on the walls. The windows of the third floor are rounded at the top, and their arch blocks were cast in a special mould and set in place.

There is no basement to the building, as the first floor is laid at the ground level. This was done to insure dryness of the floor and for convenience in handling machinery. Both at the north and south end of the building there are large sliding doors, which open on this ground floor, and teams may be driven through the building for the better unloading of machinery. At the north doorway there is a freight elevator of 5,000 pounds capacity with a platform six by eight feet in size. Machinery and heavy castings may be loaded directly on the elevator and carried to either of the upper floors.

On this floor there are two testing rooms, the one is 450 and the other 550 square feet in area. There are, also, a vault for records, the main entrance hall,

a locker room, and a lavatory. The main floor, 3,300 square feet in area, will be occupied with the forge and foundry. The ground floor is paved with cement except where this is omitted for the requirements of forging and moulding.

On the second floor are offices and two lecture rooms, each having an area of 600 square feet. The main shop on this floor, which will be equipped for iron and machine work, is 109 by 31 feet. A tool room is located in the center of this shop and is partitioned from it by wire screens, so that an unobstructed view of the shop may be obtained from any position. The third floor is similar in plan and its main shop will be equipped for pattern making and woodworking.

A large double stack passes up the center of the west side-wall. One flue of this stack will be used for the forges and the other for the brass furnace. Two smaller stacks are placed on the opposite side-wall, and they are intended, mainly, for ventilation.

The building is covered with a slag roof; and with the exception of this roof it will be entirely fireproof. The heating will be steam radiation operated on the Webster vacuum system; and the lighting will be done entirely with electric lamps and reflecting arcs. The elevator and the machinery in the various shops will be operated only with electric motors; and long lines of countershafting will be avoided by grouping the machinery on separate motor drives.

* * *

President Stewardson of Hobart College, Geneva, N. Y., announced a gift of \$20,000 for a new gymnasium. The name of the donor is withheld.

* * *

The Illinois legislature has appropriated \$100,000 to the State Normal at Bloomington, for the erection of a new manual arts building.

* * *

Although no definite announcement has been made, it is authentically reported that a \$60,000 girls' dormitory will be built soon as an addition to Colorado College, Colorado Springs. The building will probably be named after Mrs. J. M. Bemis, who will furnish a

large part of the funds. Official announcement of this, as well as other contemplated improvements, will be made by President Slocum commencement day.

* * *

The educational commission of the Georgia Baptist convention is making every endeavor to raise \$300,000 to be given as an endowment fund to Mercer University. Already the people of Georgia have given liberally, and the commission has received sums as great as \$10,000. It now has in hand quite a large amount, and by steady effort hopes to finally swell the collection to \$300,000. The general educational board of New York has announced that as soon as the \$300,000 has been raised it will give \$75,000 to the university.

Work of improvement is going forward rapidly at Mercer. A new dormitory is nearly completed, and plans are being prepared for the new library to which Carnegie has given \$120,000.

* * *

Amherst College is to benefit under the will of Edward W. Currier to the amount of about \$500,000. Mr. Currier was a member of the class of '65. He died twelve months ago, and left \$500,000 to his alma mater, subject to the life interest of a relative. She died recently, and the college comes into its legacy.

* * *

After a meeting of the Board of Directors of Union Theological Seminary, New York, held in connection with the seventy-first annual commencement of the institution, it was announced that an unnamed donor had given \$200,000 to the institution. At the annual graduation exercises, President Charles Cuthbert Hall announced that the gift would be applied toward the erection of the new buildings upon Morningside Heights and adjoining Columbia University.

With two exceptions the gift is the largest that has come to the seminary in many years. One exception was the anonymous gift of the two city blocks on Morningside Heights, at Claremont Avenue. The recent gift brings the total cash of the seminary on hand up to

nearly \$800,000. It is a little more than two-thirds of what the seminary needs in order to let the contracts and break ground for the new buildings.

The new seminary buildings are to be erected in a double quadrangle on the double block. They will constitute the first quadrangle. The rest of the plot will be reserved for such extensions as are needed in the future. The first group will include the dormitories, chapel, recitation building, library, and one or two small structures.

* * *

What is declared to be the largest gift ever made by a woman to the cause of education in Wisconsin has been announced by Dr. Samuel Plantz, president of Lawrence University, Appleton, Wis. Miss Florence Childs of Edgerton has given the university \$25,000 toward the \$150,000 it is endeavoring to raise in order to secure a \$50,000 endowment from the general education board. In recognition of the gift the chair of mathematics at the university will hereafter be known as the "Childs chair."

Additional gifts by Wisconsin people, as announced by President Plantz, are as follows: J. A. Kimberly, of Neenah, Wis., \$5,000; L. J. Nash, Manitowoc, \$2,500; I. K. Hamilton, Two Rivers, \$1,000, and E. A. Edmunds, Rhineland-er, \$1,000. Recently Lawrence University received a gift of \$15,000 toward the \$150,000 from a man whose name is not made public, at his own request. He gave over half of his possessions and made a verbal promise of giving \$10,000 more when the fund is completed except that sum.

* * *

The West Virginia Wesleyan College at Buckhannon, West Virginia, has completed recently a new Administration Building at the cost of \$81,000.00. The former building was destroyed by fire about eighteen months ago. Among those who assisted towards the new one are Mr. Carnegie, Dr. D. K. Pearsons, and John D. Archbold. President Wier is completing the seventh year of his administration of the College.

A gift of \$50,000 to the Agnes Scott Institute, a college for young women at Decatur, Georgia; an Atlanta suburb, was announced last month. The giver is Samuel M. Inman, a wealthy Atlanta citizen.

* * *

The home of the late James Harlan, once United States senator, as well as part of his library, has been presented to Iowa Wesleyan University at Mount Pleasant by Mrs. Robert T. Lincoln of Chicago, his daughter. The structure will be used as the residence of the head of the school, according to the stipulation of Mrs. Lincoln. Mr. Harlan was long a trustee of the university.

* * *

The corner stone of what will be known as the "Eugene A. Smith Hall" of the University of Alabama, was laid by Governor Comer on May 28, at Tuscaloosa.

* * *

\$60,000 in interest-bearing securities have been formally transferred by Theodore Harris to the Southern Baptist Theological Seminary at Louisville, Ky., carrying out his announced intention of bestowing a gift of that amount upon the institution. This is the first big step toward getting an endowment fund of \$1,000,000, a movement to secure which has been started by President E. Y. Mullins. The gift increases the present endowment to \$640,000, and it is believed that the remainder can be secured by 1909, when the semi-centennial celebration will be held. Several other large gifts are now in prospect, although none of them has taken definite form as yet.

* * *

Assisted by the local lodge of Masons, Lieut. Governor Francis D. Winston, most worshipful grand master of the grand lodge of Masons laid the corner stone of the new Carnegie Library building at the University of North Carolina.

The building was made possible by the munificence of Mr. Andrew Carnegie, who agreed to give \$50,000 under condition that an additional \$50,000 be raised among the friends of the University. President Venable and other

members of the faculty immediately set to work and their untiring energy enabled them to raise the required amount. This makes the building which is neatly designed after the most improved style of modern architecture cost \$100,000. It is rapidly nearing completion, work on it being pushed rapidly in order to have it in readiness for occupancy by the opening of the session next fall. The building is constructed of compressed salt and pepper brick and when completed will be one of the handsomest pieces of architecture on the campus of any Southern institution.

* * *

At the commencement exercises of the Lindenwood Ladies College, St. Charles, Mo., ground was broken for the new diamond jubilee college dormitory. The new building will cost \$40,000, the amount having been raised by popular subscription and donations.

* * *

Princeton University has received \$1,200,000 in gifts from persons who would not allow their names to be used. All this money is for immediate use. Of this sum \$600,000 is to be spent in a new physical science laboratory, \$200,000 being for maintenance. The other \$600,000 will go for the construction and equipment of a geological and biological museum and laboratory. This gift will place Princeton on a high footing as a technical school. The new laboratories will be part of the John C. Green School of Science, which will now be developed as was planned.

* * *

Henry Kendall College, a Presbyterian school, for seventeen years located at Muskogee, Ind. Ter., is to be moved to Tulsa, that city having pledged a twenty-acre site and \$100,000 to be devoted to buildings and equipments. The property at Muskogee is valued at \$125,000, will be sold and the money converted into a permanent endowment fund. Mrs. William Thaw of Pittsburgh, Pa., mother of Harry Kendall Thaw, has promised to contribute to the endowment. The school will open at Tulsa in temporary quarters next September. Rev. A. Grant Evans is the president.

It is announced that San Angelo, Texas, has in prospect a new Catholic College, the main building and dormitories to cost approximately \$50,000. A tract of land in the eastern portion of the city has been donated for that purpose, it being likely that the new institution of learning will absorb the Immaculate Conception Academy already established and owning valuable property rights in the city.

* * *

Three important bequests were announced by the dean of Barnard College last month. The first was that of Miss Emily O. Gibbes of Newport, who had long been interested in the college. It amounts to about \$750,000, and will be used for the general endowment of which the college stands in need. The second was from Miss Delphine Brown, amounting to \$50,000, which will not be received until two life interests in it are paid. The third came from Mrs. Burgess, and consists of \$10,000 outright, and \$75,000 to be received after two life interests are paid. These will also probably be used for general endowment.

These gifts were appropriately announced on "field day," which was instituted several years ago in honor of the gift of Mrs. A. A. Anderson of the three acres of ground immediately to the south of the college, between One Hundred and Nineteenth and One Hundred and Sixteenth Streets, on which Brooks Hall, the college dormitory, is approaching completion.

* * *

Work has begun on the Baptist College which is to be constructed at Westminster, Texas. At the last meeting of the Collin county Baptist Association, the association pledged \$5,000 for the erection of a building with the provision that the citizens of Westminster pledge an equal amount. This has been done and the work begun. The association has maintained a college at Westminster for several years, using a large frame building for the purpose.

* * *

The Synod of Arkansas of the Southern Presbyterian church has decided to locate a college for young ladies in

Little Rock. The object is to raise \$25,000 in Little Rock and \$50,000 from the Presbyterians in the state at large. Every branch of the Presbyterian church in Arkansas will be asked to co-operate.

* * *

The cornerstone laying of Oklahoma Christian University took place at Enid, Okla., last month, with imposing ceremonies under charge of Dr. E. V. Zollars, LL. D., president of the institution. Addresses were delivered by Rev. George Bradford, president of Epworth University, Oklahoma City; President David R. Boyd of Oklahoma University, Norman; W. A. Humphrey, president of the university board of regents, Guthrie, and ministers of the Christian denomination from Dallas, Oklahoma City, Kansas City, Wichita and Enid. Two thousand persons witnessed the ceremonies.

Three buildings of this educational institution are now under construction, main hall, music hall, and a girls' dormitory. Contracts have been made for a preparatory school, boys' barracks and gymnasium to be completed this year. The school will open in September. It is located on a campus of 40 acres two miles east of the center of the city. The contracts made thus far call for an expenditure of \$125,000 in buildings and \$100,000 in equipment. An endowment fund has been raised by contributions from wealthy members of the Christian church, amounting to over \$300,000.

* * *

John H. Hinemon, president of Henderson University, Arkansas, has announced that a meeting has been called of the representatives of the three Methodist colleges of the state to consider plans whereby they may be united under the same management. This is a step toward the end to which the leading Methodist educators of Arkansas have long been working. The three colleges are Henderson College, Arkadelphia; Galloway Female College, Searcy, and Hendrix College, Conway.

* * *

Sixty-eight colleges and universities of Europe and America are represented in the faculty of Syracuse University,

which numbers 216 members. The entire body of alumni now numbers over 4,000, and they are to be found in all parts of the world. All six colleges of the University are open to men and women on the same conditions. The first woman to receive an M. D. in the United States is a graduate of the College of Medicine of Syracuse University.

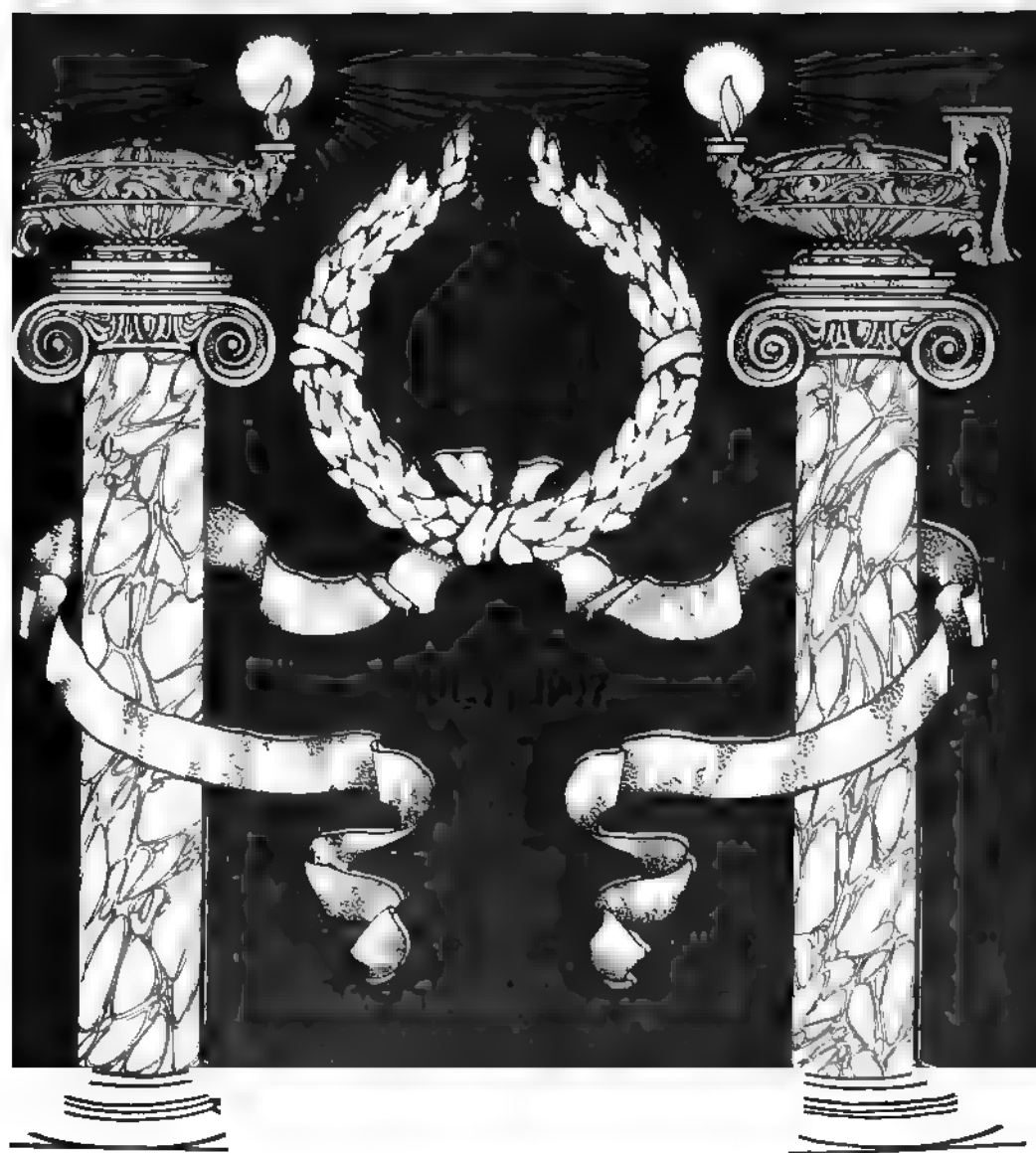
* * *

President Seelye of Smith College says that not every girl should go to college, and does not recommend the college education for those who are stupid or slow, and have little or no ambition to be wiser than they are. The wonder is that such girls could even get ready for college in the way of passing examination. He says that in the secondary schools one often finds girls as intelligent as boys, a statement of a fact so obvious that one wonders that President Seelye should make it. One of the advantages he names as resulting from a college education is the power it gives a girl to develop desirable social traits.

* * *

The Nantucket Maria Mitchell Association will be officially represented by three members at the unveiling on Memorial Day of a tablet to Maria Mitchell in the Hall of Fame, New York University. Professor Mary W. Whitney of Vassar College, president of the association, will deliver the address on the unveiling of the tablet. Associated with her will be Mrs. Benjamin Albertson of Philadelphia, curator of the Maria Mitchell House at Nantucket, and Mrs. Charles S. Hinchman of Philadelphia, vice presidents of the association. Maria Mitchell (1818-1889) studied astronomy with her father. In 1847 she discovered a new comet, for which she was awarded the gold medal offered by Frederick IV. of Denmark. She became professor of astronomy at Vassar in 1865. Her successful efforts to obtain the same salary as the men of the faculty make her the first conspicuous advocate of equal pay for women in educational work. She was the first woman to be elected to the American Academy of Arts and Sciences.

THE AMERICAN EDUCATIONAL REVIEW



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Mt. Carroll, Ill., Jan. 22, 1907.

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THE MONTH'S REVIEW

What Educational People are Doing and Saying

President Woodrow Wilson of Princeton University gave out his plan for the social reorganization of the university in **Princeton to Break Up Small Cliques**, the last issue of the Alumni Weekly for the year.

His suggestions are to abolish the factions now rife among students and give more class spirit. They will also, in time, abolish the clubs which have taken the place of fraternities at Princeton.

President Wilson's report and the remedy offered follow in part:

"Under the present social organization there is a constant and ever increasing disconnection between the life and work of the university. Between its championships and its duties there is almost complete disconnection regarding its hours of play and those of work.

"It has become common for sophomores to ask their instructors during the last few years whether they shall choose the life of the student or that of the clubman. This is not because the clubs try to exclude study, but because the life there is so engrossing and so tempting. Study has to take its chance in competition with these pleasures.

"Group rivalries break the solidarity of the class. The younger classes at no point are made conscious of the interests of the university; their whole time is concentrated upon individual ambitions, upon means of preference, upon combinations to obtain individual ends, and the welfare of the university is ignored."

To stop these combinations and cliques, President Wilson offers a unique plan. It is believed to be something absolutely unprecedented in educational history. While the students probably will object

at first, in the end the plan of the president, it is believed, will meet with much favor. In fact, he suggests:

"My plan is to draw the undergraduates together into residential squads, in which they shall eat as well as lodge together, and in which they shall, under the direction of a member of the faculty, regulate their own corporate life by some simple method of self-government. For this purpose it may be necessary to place all future dormitories in such relation to those already erected as to form geographical units and erect in connection with each group a kitchen, dining and serving rooms, and a handsome common room for social purposes.

"Every undergraduate will be required to actually live in his squad, and the residents will be made up as nearly as possible of members of every class. The objects of this arrangement will be to bring the faculty into close connection with the students; to bring the members of the four classes together, and give the university the common consciousness which apparently comes from the closer sorts of social contact and rid the university of combinations, cliques, and separate class social organizations."

* * *

Ambassador James Bryce spoke at the sixty-third convocation exercises of the University of Chicago. The subject of his address was, **Ambassador Bryce at the University of Chicago**.

"What University Instruction May Do to Provide Intellectual Pleasures for Later Life," and he drew from his fund as a scholar and historian the opportunities offered the graduates to enjoy life.

"The ardor," he said, "with which the

study of the physical sciences is now pursued for practical purposes must not make us forget that education has to do a great deal more than to turn out a man to succeed in business. It must give him a power of enjoying his best pleasures."

Concluding his address he said:

"Nowhere in the world does there seem to be so large a part of the people that receive a university education as here in America. The effects of this will no doubt be felt in the coming generation. Let us hope they will be felt not only in the complete equipment of your citizens for public life and their warmer zeal for civic progress, but also in a true perception for the essential elements of happiness, a larger capacity for enjoying those simple pleasures which the cultivation of taste and imagination opens to us all."

* * *

An arraignment of socialism was contained in the address delivered by William Allen White at the commencement exercises at Oberlin College. Mr. White took for his subject "Some Essentials of Education" and proceeded to outline what he believes to be the duty of a school.

Mr. White's address in part was as follows:

The century last past has witnessed the material conquest of more of this earth than any other century ever witnessed. Man is coming into the new century staggering under an armful of material things; steam and electricity have been harnessed to pulleys of civilization and have been made to do the world's rough work. It shall be a problem of educated men in this century to spiritualize these material things that they may work for all and not for a few.

The stir of our world politics that is felt in every American town and county, the earnest striving among educated men and women for justice, is an instinctive attempt to spiritualize the gross heritage of the nineteenth century. The new reformation is world wide; it is quick-

ening of conscience, a war against greed and for the legalization and establishment of kindness on the earth—the kindness that makes happiness.

If our free schools and our colleges and universities do not teach man the economic value of kindness, then these institutions merely turn upon society each year a horde of armed vandals to work for the destruction of society. Western civilization is in just as much danger from the vandals in high hats as it is from the Huns in the red shirts. For the vandals and the Huns are equally ignorant of God's basic law of kindness. And their presence in the world makes men who would be happy by being kind and generous and helpful in the routine of ordinary business like men who roam unarmed in a savage wood, and pay with their lives the price of their broad humanity. The school that does not teach its students the duty of man to man, that does not implant deeply in its graduates a working wisdom in the fundamental human law of kindness, instead of being a blessing, that school is a curse upon any people.

The education that does not teach self-reliance, that makes men flabby under the delusion that they are kind, the education that makes a man's visions of righteousness mere flushes of morality, is only modified ignorance. For until a man passes his education on, until he gives back to the state in service what it gave him in schooling, his right to citizenship is based upon mere law and is not a part of his being.

Only the man is free who has fought himself free. The world is full of slaves—slaves to custom, to tradition, to the things that are, to party, to church, to outworn ideas—cowards who know the truth shall make them free, but who fear to make the truth their truth by declaring for it simply and without bluster and without shame. He who serenely with what weapons God has armed him enlists in the fight to make his private opinion public opinion, thereby returning to society his patrimony, he is the educated gentleman. For he has won his education, not sponged it.

However he got his education—from

a machine in a shop, or from a shovel in the street, or from horses in the field—that man who follows the instinct divinely planted in his soul, follows it through the paper walls of convention and usage to the right as he sees it, has more culture, more of heaven's own refinement than if he has a yard of scholastic letters tacked after his name.

Education, if it be worthy of the name, should be the bellows that makes the divine spark within each soul glow into a torch to light his fellows. But too often our schools and colleges turn out nothing more considerable than good citizens. Your good citizen obeys the laws, conforms to the amenities, worships whatever God there be, and lets it go at that. He does not get under the load of the world and lift. He is a dummy director who fails to realize that he is a partner in the injustices of this life. He does not see that until he turns out to the caucuses and primaries and conventions and mass meetings and makes his protest felt, the thieves that inhabit the Jericho road will keep right on assailing the weak, robbing the poor and threatening the welfare of society. If he has a light it is not only hidden under a bushel, but the bushel is nailed and cleated to the floor.

One of the curses of this country is the large class of so called "good citizens" who, because they have book learning and well fitting clothes, are looked upon as leaders. Better is a government of stable boys, following sincerely and seriously the light God gives them, than a council of "good citizens" adoring yesterday and afraid of nothing so much as the dawn of to-morrow.

Because men grow rich dishonestly certain doctrines of social science would say that all must fare alike. Because genius is often selfish and blind, these doctors would strangle talent, and because strength of character sometimes makes men oppressors of their fellows, these social theorists would make all men mediocre. There is no fallacy in the world to-day so vicious, because to the weak nothing so plausible as the notion that the Kingdom of Heaven may be ordained on this earth by putting all men through a common state regulated mold,

paring off the overlapping of the great and puffing the small up to the standard size by law.

If a man has a taste for business, he should be allowed to trade to his heart's content, providing that he trade honestly, keeping water out of his stocks and usury out of his transactions. The growth of this world requires commerce as much as it requires religion. If a man desires to be an inventor or painter, a scientist or a tight-rope walker, it is his concern. He should be allowed to specialize.

There should be peace on earth and there must be good will among men. But men must grow spiritually before that order may be established; law may not establish it. The socialist has the cart before the horse.

• • •

Cornell is excited over a proposal of the male graduates to exclude "coeds" from participating in ordinary college activities. The girls are charming personally, but they spoil class interests. A permanent segregation of the sexes is demanded by the male students with practical unanimity, not only in class instruction, but in every other sphere. They have organized to snub, isolate, ignore, and bar out the coeds, but this having been ineffectual, they are demanding stronger measures. The girls, it is alleged, lack the "college spirit." They make politics "rotten," voting "for the most popular man and for the man who did the most fussing, instead of for the man who is best fitted for the place." It is proposed to alter class constitutions so as to bar out coeds from places on committees, from the class book and other publications, from elections, and from every form of coactivity. At a recent banquet of students of the College of Arts and Sciences a professor made an address voicing the general demand for complete separation. "It is to be effected in a gentlemanly way," but effected it must be. The situation is due, perhaps, to the fact that the girls have a civilization and interests of their own and do not share in those of the boys. Their sports, views, and habits differ so

Cornell Men Fighting Co-Education.

that they have little in common. Enforced association under these circumstances is irksome. It is promised in regard to co-education that it will "refine" the boys, but college boys want their fling and don't wish to be refined. They prefer congenial savagery.

* * *

Two hundred and sixty-eight young women were graduated from Smith College at the twenty-

The Idealist and the Doctrinaire. The oration was by

Dr. Samuel M. Crothers, of Cambridge, who spoke on "The Idealist and the Doctrinaire." He spoke, in part, as follows:

"Every year the colleges of our country send out an army of men and women with high ideals. A liberal education is intended, in Milton's phrase, to fit them to 'deal justly, skilfully and magnanimously' with all questions. They have become familiar with the great principles on which civilization rests. Yet when we seek to calculate the effect which the higher education has in enriching and purifying the life of our country we are likely to be disappointed. Much indeed is done, but a great deal of the beneficent force seems to be wasted.

"One great reason for this ineffectiveness is that the liberally educated person who begins as an ethical idealist stops short in his development and becomes a mere doctrinaire. A doctrinaire is defined as one 'who theorizes without regard to practical considerations; one who undertakes to explain things by one narrow theory or group of theories, leaving out of view all other forces at work.' It will be seen that the doctrinaire is by definition an excellent and well-meaning person, and frequently is highly accomplished. He is an idealist who has eliminated from his view of the world everything which conflicts with the beauty and symmetry of his own ideas. He is at home in Utopia, and a critical stranger in the United States of America. He proclaims high ideals, but he is unable to recognize these ideals when they have on their working clothes and their beauty is ob-

scured by the grime of toil. He believes in heroes and hero worship, but his heroes are either dead or not yet born; he has no admiration to waste on the men and women who in the present day under difficult conditions, are doing the best they can. It is characteristic of the doctrinaire that he has high aims but is intolerant of the necessary means by which they are reached. His own thoughts have an artificial simplicity which comes from his ability to ignore all perplexing facts. He scorns compromises. His idea of civic virtue is that of an eloquent protest against a wrong. But he has little sympathy for the patient people who are little by little undoing the wrong and building up something better. He speaks with righteous scorn of these opportunists.

"So it happens that we have a large class of well-educated and well-intentioned persons who in regard to all work for the common weal are critics rather than creators. Their education has enabled them to point out the shortcomings of others, it has not fitted them to do their part 'justly, skilfully and magnanimously.'

"Let us frankly confess that these are the failures of liberal education. The doctrinaire is an idealist who has gone wrong, or rather who has stopped short in his development. He has not understood that an ideal is not fulfilled when it is made clear to the imagination or beautifully expressed in words. It is something that can only be expressed in action.

"In such a country as ours, the doctrinaire habit of mind is particularly distressing. The teeming life of America cannot be understood by the person who is wedded to a formula. The problems that are pressing upon us are not capable of formal solution. They are too vast and complicated. Here is that which moves in magnificent masses, careless of particulars.

"The first essential of an American must be in enthusiastic sympathy with the magnificent movements in his own country. Here are the vast movements of races to new homes, here is the upward movement of whole classes seek-

ing better conditions of living, here are mysterious spiritual movements as the mind of the masses takes in the significance of new views of the universe.

"To the mere doctrinaire all these popular movements are but meaningless manifestations of the mob spirit. He is offended because people do not follow a neat and orderly moral programme. What is needed is another and more generous attitude, it is that of the practical idealist. The rightly educated intelligence is flexible, sympathetic and capable of enthusiasm. It sees the romantic possibilities of the present. It worships the perfect and at the same time rejoices in the imperfect, for it and the imperfect are moving on toward perfection. It has the spirit of the true artist who never scorns the materials with which he works."

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Chancellor Day, of the University of Syracuse, has once more delivered to the press an interview worded in plain English, on a subject with which he is quite familiar, in which he says:

"For the high office of president of the United States I have the most profound respect, nor would I, as an American, permit any disrespect to the ceremony and honor we all desire for that office, but I cannot help realizing that if Andrew Johnson had abrogated his position for self-interest, or, let us say, by faults of impulse and egoism, one-third as much as Mr. Roosevelt has, he would not only have been impeached, but relieved of office.

"I often think when I hear men say what a strenuous, active, alert man this president is, how much better it would be if we would get a man in office who would just keep quiet and think for a year or two.

"Some one has said Mr. Roosevelt's conduct as president resembles the methods of a local candidate running for sheriff. Think of a man in that tremendous office who cannot go for a horse-back ride without jumping a hurdle for cameras, who thanks the engineer of a locomotive for doing his duty, who can't

keep his coat tails down when he goes for a walk because he won't allow them to keep up with him!"

"You think Mr. Roosevelt lacks dignity?" he was asked.

"Since John Hay's death," said the chancellor, "Mr. Roosevelt's official poise has been, to say the least, unsteady. Hay was a great diplomat and his influence over the president was singularly gratifying to the national peace of mind. No other man ever has been able to manage him, and so we have fallen under the spell of a new sensation to Americans, the sensation of being governed.

"Why have we renounced the three-fold government for this most un-American policy of a one man power? Granted that a large part of the president's official obligation is to keep watch upon the greed of great private enterprises, that they do not crush the freedom of the people, yet that privilege does not extend to him the right of an individual single authority over the federal sentinels of public welfare; it does not charge him with the electric fluid of unvarying righteousness, nor does it permit him to establish a degree of the respect or censure we should measure out to one another as citizens in a law abiding land.

"We are literally bullied into a state of riotous excitement against this, that, and the other, by a system of missionary investigation, by committees employed to act according to instructions or lose their jobs. Without these instructions they would be unable to pursue the strange occupations to which they are appointed, so ignorant are they of industries they are detailed to examine.

"I am only a humble university president, remote from actual conflict of these things, but from a night thirty-three years ago, when I heard that wonderful orator, Wendell Phillips, foreshadow the conditions that are with us now, I have been thinking and studying the shifting quicksands of public sentiment.

"As a matter of fact, my relations with Mr. Archbold, who lives in Syracuse, and whose financial gifts to this university may be considered as an expression of pride in the progress of his home town, dates nearly twenty-five years back. We

have always been close personal friends. My tenure of this office is not dependent in any way upon my opinion of trusts. If it were based upon that distinction I should avoid any discussion about them as the safer course to pursue.

"The swollen fortune is circumstantial evidence of mistaken means to attain an end in the conduct of some trusts. It is not with the actual, normal opinion of public sentiment against corporations that I have any quarrel, but with the sinister intrigue of the political means that are used to incite the passions of the political against the individuals and their legal rights."

We are inclined to believe the Chancellor quite right as to what he says would probably have happened to President Johnson had he been even half as obstreperous as our versatile Teddy; and still we are forced to inquire—wherein lies the strength of Roosevelt's popularity, for popular he undoubtedly is.

It is just possible the people love him for the enemies he has made—we mean, of course, among the trusts and the devotees of "high finance," not college presidents, to be sure.

The warning sounded by the Chancellor against the danger of surrendering our liberties to the keeping of any one man is certainly worthy of careful consideration, for the difference between a rule of, for and by the people and the rule of and by, even if not for, one man is vast; although really as between being ruled by one man and a bought and sold oligarchy there is small room for choice. Is it to be wondered at that the people are prone to admire—possibly unduly—this modern giant killer when they see a few well directed blows from the big stick fairly well landed on the other side of the fence.

While it is certainly not for the President to "establish a degree of the responsibility we should measure out to one another as citizens of a law abiding land," still we hardly believe our President can be justly accused of such a course. It is true he has frequently called attention to violation of law in a rather spectacular manner, but it is doubtful if any law abiding man has

yet felt the weight of the big stick in any of the investigations carried on by the committees referred to by the Chancellor. If the illegal trusts (and all trusts are illegal, for the law forbids their existence) did not see fit to take it upon themselves to dictate our laws, tell us who should work and who remain idle, how long our school terms should be, and how many children shall attend and who shall be crowded out, how much teachers shall be paid, in fact, whether we shall eat bread, meat or soup, if these trusts did not assume to do all this for a vast and constantly increasing percentage of the citizens of this "free country" then they might with some reason cry out that their "private rights" are being infringed upon by the wielder of the big stick and his "ignorant" committees; but since they have taken upon themselves such public tasks, they can no longer shield themselves behind their so called "private rights." They are no longer private trusts nor engaged in private business, and the public has a right to know who robs it, and even how the robbery is accomplished, and it would seem, according to an opinion formed from reading old prints, that the public might even have a right to stop the theft if possible; and the man who leads in accomplishing this laudable feat will be popular, even though he oversteps the bounds of decorous propriety.

* * *

Miss Sarah L. Arnold, dean of Simmons College, delivered an address at the dedication of the Home science building at Northfield Seminary, in which

she said:

"A woman's education should prepare her for general usefulness, through such a training as will enable her to understand the world about her, the world peopled by men and women and children, and governed by eternal laws. In all the books which she may study will be written some truth concerning the life of humanity for the abiding laws of nature. Her education should help her to understand humanity better and to

become obedient to the universal laws of nature. But she should add to this the power of enjoyment which education should increase. The educated woman above all others should find sermons in stones, tongues in streams, books in the running brooks, and good in everything. To this should be added power of self-maintenance; to do one's part in the world's work is essential to self-respect. The world has faithfully served us and we are reaping the harvest which others have sown for us. Shall we not in simple honesty add our share to the heritage which shall profit those who follow?

The world needs as never before in its homes brave, earnest, wise women to make of our common everyday home the centre from which the strength of the people shall come. The safety of a nation is assured only when the homes of a people are clean and brave and strong. Whatever enriches and elevates the home determines the public welfare. For the better ordering of the simple home our girls must be taught and trained. Such a gift as this is far beyond our measure. It will bear fruit for all time in the myriads of homes which will be reached by its benefactions.

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The press committee of the Pittsburg Teachers' Association has issued a statement regarding the manner of selecting text-books, from which the following extracts are selected:

"No book company has the sympathy or support of the teachers, no petitions have been signed by them, and no recommendations have been made by them. After much careful investigation had been made as to the opinion of those who are daily using the present arithmetic text-book and as to the merits of the arithmetic submitted by the different publishers, the book and periodical committee of the Teachers' Association embodied its findings in a report to Superintendent Andrews, to be used at his discretion.

"No amount of agitation should be permitted to distract attention from the

self-evident proposition that changes in text-books should be made only when a superior book can be secured, ignoring the questions of whether it requires principals to readjust their course of study, teachers to familiarize themselves with new books, or book companies to relinquish a valuable contract. The present list of books in use in the schools, irrespective of the arithmetic, is not wholly satisfactory to the teachers.

"No word of protest was raised in 1903 when text-books on nine subjects were changed, putting in thirty-two new volumes. After three years algebras and readers were again changed without protest and to no apparent purpose.

"We believe that a radical change should be made in the method of selecting text-books. The proposal to change a book should come from the educational department of the school system and a sufficient time should be given to permit of a careful, intelligent examination and test of books along the line of the proposed change. The exercise of undue influence by any book company should render it ineligible to compete."

* * *

Statistics, recently gathered, as to fires in college buildings, show the number of these fires to be surprisingly large, and the result may be an advance in the

Fires in College Buildings.

rate by fire insurance companies. "Insurance Engineering" devotes its entire May issue to an analysis of conditions in schools and colleges. It received reports from 322 institutions in reply to a list of questions. "We learn the lesson from the colleges and universities," writes the editor, "that precautions against fire have been neglected generally."

According to a compilation made for fire underwriters, 784 fires in college buildings in the United States in 18 years caused a loss of \$10,500,000, besides several human lives. The average money loss exceeded \$13,300.

Prominent underwriters were asked by "Insurance Engineering" to give opinions upon the average college building as a "risk." Nearly all agreed that it was a poor risk. "There can be no

question," said one underwriter, "as to the unprofitableness of this class, especially the dormitories." Another said: "For the last 15 years this department of the company shows a loss and expense experience of 100 per cent on colleges and schools."

Summing up his opinions an underwriter in one of the big insurance companies says:

"College buildings should all be of fireproof construction—hollow brick interior walls and floors, iron or stone stairways and equipped with some approved fire extinguishers."

F. W. Fitzpatrick, secretary of the International Society of Building Inspectors, says:

"In no case is fireproof construction more necessary than in the case of college dormitories. Like hotels, they should be absolutely fireproof. It is a great deal more economical, in the long run, to put up a building that won't burn than to maintain an elaborate fire fighting service, especially as the latter often proves useless. The best way to stop college fires is to use no wood in the structural parts of buildings. Most modern dormitories now are stone or brick on the outside; the inside should be just as fireproof. The ordinary brick building, with wood inside, is easy prey for the flames. But hollow terra-cotta blocks, an inexpensive material, makes floors and partitions unburnable."

Disastrous fires within the last year or so have emphasized the need of better interior construction to protect the life of students. The burning of the main building of Dartmouth College is still fresh in the public memory.

Last December the Chi Psi Fraternity House at Cornell University caught fire in the night, and three students were burned to death. In the attempt to save them three volunteer firemen also perished; five students were injured and the property loss was \$300,000.

In Montreal, Canada, on February 26, the cry of "Fire!" was raised in Hochelaga School while it was in session. The only stairway, four feet wide, was made impassable by smoke. The kindergarten teacher on the second floor stayed in the

building to help her pupils. She and nine of the children lost their lives. Two brick buildings of the Roman Catholic Seminary at Marieville, Canada, were destroyed in the same month by a fire that burned for 10 hours. A seven-story brick building of the St. Stanislaus School in Chicago was practically destroyed by fire on December 22. Five days before that fifteen girls were killed or fatally injured in Nashville, Tenn., by a fire that gutted a four-story brick building in about one hour. Here there were no fire escapes.

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Dr. W. S. Chaplin, Chancellor of Washington University, St. Louis, in an address at the 44th **Prophecies Educated Women Will Out-number Men.** commencement exercises of Mary Institute, the woman's college of the university, made the prophecy that inside of twenty years the women of this country would be better educated than the men.

"Mary Institute," he said, "was founded by the board of directors of Washington University, because there was no school here at that time for the higher education of girls. As every part of the university has been established to supply a want, so was this, and this shows that the progress of the education of girls in fifty years is simply remarkable. Here in America girls receive the best education in the world. Fifty years ago it was predicted that higher education would ruin the health, blunt the moral sense, and that no educated woman could ever get married. For years I have been watching this matter, as I started out to think that there might be something in the objections. I find that girls in school are healthier than those out of it; that there is no moral degeneracy, and, if you will look around you you will find that educated women get married as well as others. Leaving out the subject of co-education, and no one now discusses whether it is best to educate women or not.

"High school girls outnumber high school boys, and our own are no exception. I see a movement in the university that may lead to the same thing. I

venture to prophesy that inside of twenty years there will be more women in the state universities than men. This will introduce a phenomenon the world never saw before. Women of this country will be better educated than men. What the result will be we cannot say. Mothers educate the boys, not fathers. Educated mothers will see to it that boys are educated, receiving higher education than before. 'Tis not wealth and power, but intelligence and moral development of these young people, that insures stability of character."

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Discussing the recent gift of one million dollars by a wealthy Philadelphia lady for the promotion of education among the colored people of the South, the *Cleveland Leader* expresses doubt as to whether the white people of that section will look upon the gift with approval. More than likely, according to this authority, will Southerners look upon it as a "firebrand ignited by a lover of peace." However justified it may be, the impression prevails among many Southern people that a little education, so far as the colored man is concerned, is a dangerous thing. They profess to believe that, so long as the negro is kept in ignorance, with absolutely no knowledge of his real social, industrial, and political condition, he is comparatively quiet and peaceful, usually harmless and, while amounting to nothing more than any other animal amounts to, he occasions no trouble other than being in the way of people who want to work. Keep him in this state of ignorance and it is possible to get along with him, but give him the beginnings of an education and he becomes quarrelsome and unmanageable.

Booker T. Washington, the greatest of all colored educators, claims to have solved the problem of negro education in such a way as to make of the rawest, most ignorant black man a useful citizen, but it must be admitted that public education of the negro has not been so successful. Mr. Washington's idea is to teach the black man that it is honorable

to work. He impresses upon the colored boy and girl the fact that their success in life depends alone upon their own ability to do some one thing, and do it well. He teaches them how to farm, educates them in the trades, while at the same time not neglecting their instruction in the arts and sciences. So far, his efforts have been unusually successful, and no complaint, even from Southern people, has been heard of the results of his teaching. While it may be set down as a moral certainty that the differences between the white and black people of the South are of such a character as to demand settlement without the interference of a third party, it is not unreasonable to presume that Miss Jeanes, the Philadelphia benefactress of the race, had in mind the character of Mr. Washington's work when she made the munificent gift for the education of the wards of the South. If such sums as this were placed in his hands, or in the hands of trustees to be used by him, there is little doubt but that he would use it to the great moral and intellectual uplift of his race. Considered in its last analysis, ignorance begets crime, however different it may appear in the South. Being both ignorant and lazy the colored man of the South naturally becomes a criminal. To remove him from the criminal class, therefore, it follows that he must be educated to that point where he may fully understand his relations to society, and, above all, be taught to work. This is the work undertaken by Mr. Washington and the South is better for such as he.

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Nothing bears stronger testimony to the increasing liberality of view in religious matters than the discussion which is taking place in many quarters about

The Sectarian College.

the sectarian character of the colleges. It has not been many years since it was counted a distinct advantage to an institution of learning to be known as a school of a particular denomination. The catalogue made a particular point of mentioning the connection. The advertisement appealed for support to the fam-

ilies of the special denomination. The limitation of influence in one direction was forgotten in the supposed gain of strength in a sure constituency.

This condition was a direct outgrowth of denominational struggles in a time of religious controversy. It was deemed specially important that provision be made for the education of ministers for the church in their own institution. This latter was counted far more essential than that education should be furnished to persons who did not have the ministry in view. The quaint language used when Harvard was founded, "That the light of learning might not go out the study of God's words perish," meant practically one thing rather than two. That was shown when the ministers brought their books as the first endowment for Yale. The denominational college was a natural growth from early American conditions.

But experience has shown that the ordinary college appeals to the people of the region round about who desire education rather than to those of a wider area who happen to belong to a special church. The character of the instruction and the facilities for investigation and research are far more potent than the denominational hallmark. Quite often the best students are barred from some of the advantages of an institution because of provisions in the deeds of gift. The spirit of one generation is restrained by the spirit of another.

Some of the great gifts for education made during recent years have had a marked effect upon the discussions. A fund out of whose income veteran teachers are to be pensioned expressly bars denominational schools from consideration. The results already begin to show in the loss by the debarred institutions of strong teachers, who are attracted by equal advantages elsewhere, with the added promise of a pension later on. Wealthy graduates have sometimes declined to make large donations to their alma mater because of its denominational character. These influences are somewhat commercial, but they have been powerful none the less.

The prevailing sentiment of the age

seems distinctly adverse to the emphasis of the denominational idea in education. The difficulties in the way of change are serious. Many of the gifts of former days were made with a definite understanding that there was to be no change in the fundamental character of the institution. The word "forever" in charters is a hard thing to get around. How to keep faith with the men of the past who struggled against adverse conditions often in order to build up a school of the church and at the same time to meet the prevailing sentiment of a more liberal age is a difficulty not easy to overcome. It is quite likely that there will be fewer denominational colleges established in the future. Whether honorable ways may be found to enable the people of today to alter "unalterable" provisions of olden time charters remains to be seen.

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President Benjamin Ide Wheeler of the University of California was the guest at dinner recently of the University of California Club of New York City.

**President Wheeler
on Reformed
Football.**

President Wheeler spoke enthusiastically of the prospects of the university. Of the reformed style of football played there he said:

"The game is one that can be played without one being an abnormal son of God. It can be played by the sons of men. It gives exercise to individualism. There is a feeling among the students that it is not the same game that is played in the effete East, but, after all, we do not care much for that. We do not imitate out in California. We do not worry if we are not doing the same things that they are doing at Princeton, Yale, and Harvard.

"We need a larger range for our athletics so that more men may participate. Our idea is to bring more men in actual touch with real athletics. It has made my heart heavy watching men going down to the field and howling, arbitrarily and mechanically, to order, under the impression that they were playing football."

The Massachusetts Board of Education has changed the entrance requirements of the State's normal schools.

Admission to Normal Schools in Massachusetts.

Candidates for admission who have certificates from high schools which are approved by the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission if they can show a standing of eighty per cent, as certified by the principal of the school.

Candidates who are graduates of high schools that are not in the college certificate list may be admitted in case the courses of study of those schools are approved by the State Board of Education. High schools desiring their approval must communicate with the secretary of the State Board of Education. College graduates may be admitted without examination and any such applicant, after completing the one-year course requiring at least twenty recitation periods per week and including advanced pedagogy and the prescribed work of the senior year, may receive the diploma of the school.

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The *Hartford Courant*, which is edited by Charles Hopkins Clark a Yale man of some distinction, makes its annual attack upon the New Haven "Tap Day."

"Tap Day" at Yale.

Tap Day, it should be explained, is the yearly occasion upon which the elections to the Yale senior societies are awarded to forty-five members of the succeeding junior classes. It takes its name from the fact that the men chosen are "tapped" on the back as a visible sign of their notification.

The Courant finds fault with the custom because of the pain which its publicity brings to the men who are not honored by elections. "The losers stand and take their medicine as well as they can, a crowd of girls and other spectators taking note from the windows how they meet the situation. It is refined cruelty, and it turns private personal grief or exultation into a public show. There is nothing to commend it."

Many Yale men disagree with this estimate of Tap Day. They deny the individual publicity of it, in the first place, and follow this up with the assertion that its general publicity is a good thing for the societies and the college. The situation of the loser taking his medicine under the curious gaze of a crowd is undoubtedly overdrawn. The loser is packed tightly in a crowd of over 300 excited men and not more than one or two of his near-by friends can possibly know how he is bearing his disappointment. He is not singled out in any manner nor made a spectacular martyr. It is largely mock sentiment that pictures him in this light. Furthermore, nine out of ten lads would rather meet defeat with their classmates round them than by merely learning the sad tidings from the college paper.

"The Yale senior societies," says the current issue of the *Yale Alumni Weekly*, "give a tone to four years on the campus, create a standard of judgment and have their effect on the development of the undergraduates." It is this communal responsibility of the societies which renders necessary their public election day. Once a year the society members come from their secrecy and on the open campus pick the future members. The college can cheer a popular choice; it can hiss an unpopular one. In any event the community is assured that the men representing it in the big societies have been chosen, openly and fairly, without any hole-in-the-corner politics."

The Yale senior societies are worth preserving. "Tap Day" is one of their strongest props and should remain.

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A fact which will be surprising to some Easterners, says the *New York Tribune*,

Education in the East and West. is that people of the Middle West are ahead of them in the matter of average education.

The rate of illiteracy in cities of 25,000 or over in the North Atlantic States, which include New England, New York, New Jersey, and Pennsylvania, was at the date of the last national census 5.8 per cent and outside the cities 7.3 per cent.

In the North Central States, which

include Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North and South Dakota, Nebraska and Kansas, the percentages were 3.3 and 4.6 respectively. In the former division there are eighty-seven universities and colleges, with 29,995 undergraduates and 3,003 graduate students, while in the latter there are 187 institutions of this character, with 40,537 undergraduate and 2,827 graduate students.

* * *

In his annual report President Hadley gave Yale University statistics showing

**Annual Report of
Yale.**

that in seven years the number of students in the regular courses had increased about 30 per cent, or from 2,517 to 3,247. There was a decrease in the department of theology, but a marked increase in the other professional schools.

The higher requirements will exclude more than half the applicants in the law school and on overwhelming proportion of those who seek entrance to the medical school. President Hadley recommended for the medical school a tuition fee sufficient to prove whether a man who takes the instruction wants it enough to pay for it, and in the divinity school he advocated that the income from scholarship funds be expended to improve the standards of teaching.

The increase in attendance at the Sheffield Scientific School was explained as due to the greater general interest in the study of science as compared with literature; a dislike of the study of Greek on the part of either students or their parents, and the demand for the substitution of a three-year course for a longer one.

Endowments and additional pledges during the year make the total contribution to Yale \$3,000,000.

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The following facts regarding higher education were given by President Wil-

**Benefits of Higher
Education.**

liam D. Gibbs of the Durham (N. H.) State College at the graduating exercises of Proctor Academy at Andover, N. H.: The last census gives the population

of New Hampshire, in round numbers, at 400,000 people, of whom 58 per cent are engaged in gainful occupations. Of this number only 4.3 per cent are in the so-called professions, while 95.7 per cent, or a total of 208,000, are engaged in agriculture, manufacturing, mechanical pursuits, trades, transportation, domestic and private service. Of these it is safe to assume that at least 3,000 are young men and women who enter upon active independent life each year. Would not these thousands of serious-minded young men and women get more true enjoyment out of life, exert a wider influence on their community and take a more intelligent interest in affairs of State if more of them had thorough training in the business upon which they enter?

College education, considered a luxury a generation ago, is a necessity today. The school of experience is good, but its courses of study are too long; its tuition is costly, and its teachers inefficient. Nowhere outside of college can a man of ability crowd into four years an equal amount of information and experience. College training is the short cut to efficiency and success, and with this training one has a tremendous advantage over the so-called practical man who spends his four years at work for wages. A large English mining syndicate which employs 9,000 men and produces \$30,000,000 worth of minerals annually, has in its employ 272 technically trained men whose individual salaries range from \$1,200 to \$20,000 and over. Of the 272 men, five receive more than \$20,000 annually, and all of these were trained in American technical schools and none in practice. Of the seventeen who receive \$6,000 to \$20,000, twelve were trained in technical schools and five in practice. Of the nineteen who receive \$4,000 to \$6,000, thirteen were trained in technical and six in practice. Of those receiving the lower salaries, from \$1,200 to \$4,000, twenty-one were trained in technical schools and 148 in practice. Of the 272 men receiving the large salaries, 196 were trained in practice, while seventy-six received their training in technical schools, and it is to

be noted that the aggregate salaries of the seventy-six college men is practically the same as that of the 196 practical men. The manager of the syndicate says: "From our experience and as indicated by practice, shown in the above figures, there can be no question as to our belief in the value of technical education."

"Given men of equal qualifications, the man of technical training is bound to rise to the higher positions." Some interesting facts in this connection are set forth in the report of the Mosely Educational Commission which visited this country last year to study our methods of education. "They found that here the old prejudice among employers against college bred men, still prevalent in England, has given place to a decided preference for the generally educated and technically trained men." The few years later period of life, at which the college bred man enters business, was not found to be against him. They report that "the men whom you are surprised to find holding such important positions, though not much over thirty years of age, are the very men who did not leave the technical college till they were twenty-three or twenty-four; indeed, the graduate may have been twenty-five, but in five years he learned more with the college training he had as a foundation than did the regular journeyman with fifteen years of actual work in the shop." They report further that while in England "no manufacturer would desire an employe without primary education, so none in America but wants high school education." Sir Thomas Shaughnessy, the manager of the Canadian Pacific Railway, is quoted as saying: "In ideal railway management, every office on the line requiring effective brain work should be filled by a college graduate," and he added that "all the great bridge builders now are college men."

Another commissioner reports that while only "one per cent of the entire population of America has received a higher education in her colleges and universities, this one per cent holds more than forty per cent of all the positions of confidence, of trust and of profit." Furthermore, our commissioner of educa-

tion in his report states that of the persons included in "Who's Who in America," "the statements from 10,704 notables show that they include: Without education, none; with common school training only, 1,066; with high school training, 1,627; with college training, 7,709, of whom 6,129 were graduates." "That is, from 1800 to 1870 the uneducated boy in the United States failed entirely to become so notable in any department of usefulness and reputable endeavor as to attract the attention of the 'Who's Who' editors, and only twenty-four self-taught men succeeded."

"A boy with only common school education had, in round numbers, one chance in 900."

"A high school training increased this chance nearly twenty-two times."

"College education added gave the young man about ten times the chance of a high school boy, and 200 times the chance of the boy whose training stopped with the common school."

Never before have so many opportunities been open to bright, capable young men and women. But there is no place for the incompetent and inefficient. The demand of the times is "Training for Service."

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Willet M. Hays, Assistant Secretary of Agriculture, recently expressed his views on the need of Rural School Consolidation.

"Do I want to abolish the little red schoolhouse?" asked Mr. Hays. "Yes. In a way I do. I would abolish it as Indiana and Ohio are abolishing it; by rural school consolidation. And then I would supplement the consolidated rural schools as Georgia is doing, where an agricultural high school has just been established in each congressional district in the State. Georgia and Alabama are setting an example which ought to be noted and followed by every State in the Union."

"What does school consolidation mean? It means doing away with four or five country 'district schools' and replacing them by a good-sized school, with a faculty of five or six teachers who

are competent and have the equipment to teach children more than the three R's—to teach them the rudiments of agriculture and of the domestic arts. This means that a farmer boy will learn something about the best way to lay out a farm; and a farmer girl will learn something about the best way to sew, to cook, to dairy, and to run a home.

"Agriculture is becoming a great science. We are teaching it more and more in the higher schools—the agricultural colleges which are being established in every State. But what is the use of teaching it to four or five out of every hundred and leaving the other ninety-five or ninety-six ignorant of the rudiments, the first principles?"

* * *

Concerning the educational work being performed by an American institution in Asiatic Turkey, Consul Ernest L. Harris, of Smyrna, writes to the Department of Commerce and Labor as follows:

The American International College has for its aim the equipment of young men for positions of trust and influence in the commercial, religious, and scientific institutions of Asia Minor. The courses of study are divided into primary, preparatory, and collegiate. It will take a young man who enters this institution with the intention of completing all three departments, eleven years in which to do it. The terms of admittance are easy. For the primary department the prospective pupil must have attained the age of eight years and be able to read the primer of his native language. Those who wish to enter the collegiate department must pass examinations in English, Greek, French, or Turkish, geography, arithmetic, and history. It is necessary that every student who enters upon this course should be able to correctly read and write the English language. All the commercial and scientific classes are taught in this language.

The American International College is eighteen years old, and from a small beginning it has grown into an institu-

tion of commanding influence, not only in Smyrna, but in all western Asia Minor. The territory marked out as its sphere of influence includes the sites of all the seven ancient churches of the Apocalypse, a territory as large as New England, and containing a population of nearly 4,000,000 people, chiefly Turks, Greeks, Jews, and Armenians. The students also come from Greece, Macedonia and the islands of the archipelago. There are now 330 pupils and twenty-four instructors.

The school is self-sustaining. The great majority of the students are Greeks, with Armenians a good second. There are also a good many Moslems and Jews. There are also a few American and English boys. During the eighteen years' existence of this school some 1,500 boys and young men have received their education and gone out into every part of the world. Many are holding business positions of profit and responsibility.

The revenue of the school this year from the students will amount to \$13,000, a good showing when one considers that the school is entirely without endowment and wholly dependent upon its own resources. In 1903 it was granted a charter of incorporation by the State of Massachusetts.

In connection with the American College there is also a school for girls, which is doing an excellent work in educating and preparing young Armenians, Greek, Jewish, English, and even Turkish girls for the various duties of life. It is now attended by 240 girls of these different nationalities.

The equipment of the American College is exceptionally good. There is a small museum supplied with many specimens to aid as object lessons in teaching geology, mineralogy, and botany. The equipment for demonstrating physics and chemistry in class-room work is complete. There is a library of nearly 5,000 volumes, as well as a good supply of the best magazines and newspapers in different languages. There is also a bureau supplied with wireless-telegraphy, Roentgen ray, and meteorological apparatus. Of late there has been talk of establish-

ing an archæological department, for the reason that the institution is situated in a country unusually rich in treasures of this nature, and it is thought that some time should be given to work so exceptionally interesting.

* * *

One of the most admirable benefactions of recent times is that instituted by Mr. Carnegie to pension old and retired college and university professors.

The Pensioning of College Professors.

There is no person, as a rule, in greater need of assistance, or more worthy of it, than are those teachers in educational institutions, who are considered too old to be retained in posts of instruction. The maxim put forth by Dr. Osler, that the human faculties, both mental and bodily, are exhausted and become worthless when the age of sixty years is reached, and that all persons on arriving at that age ought to be mercifully put to death by being chloroformed, has taken deep hold on many minds, and particularly upon the trustees of colleges and universities, with the result that all such superannuated teachers should be dismissed and discarded.

The life of a teacher in a high-class institution is arduous to the extent of slavishness. Day by day throughout nine or ten months in the year the professor must labor with his students, while at the same time he must keep himself informed of all the discoveries and improvements made in the art or science which he is teaching, but it is not enough that he should keep up with every change in his own branch of learning, for he must not be ignorant of what is going on in the various cognate or associate branches. Education does not mean the limiting of one's teaching to a specialty, but there must go along, with the instruction dispensed, more or less information on a great variety of subjects.

Thus it is that the college professor, in order to be properly qualified for his duties, must study as unremittingly as he gives out his information daily to his class. He should also engage to no small extent in original researches, but the already fully-occupied teacher has little

time for that, and of course for any outside work, therefore he has no opportunity to earn any money outside of his salary, which is usually none too large for his daily needs, and when he comes to be retired from his post of instruction he has little or nothing laid up for the support of a family.

Then Mr. Carnegie's pension comes in like a heavenly benefaction, and the only regret is that it is available for so few. William E. Curtis, writing in the *Chicago Record-Herald*, gives some information on the subject derived from Dr. Henry S. Pritchett, President of the Carnegie Pension Foundations. There are in the United States 327 colleges and universities, of which 218 are denominational; 58 are State institutions, and 51 are non-denominational. They all employ an aggregate of 6,027 professors, at an average salary of \$1,550 a year. Some salaries are larger, and others less. The fund cannot be used for the relief of State universities, for the States are supposed to care for their old educational servants, nor can any aid be given to denominational schools. Following are the institutions which, being regarded as neither State nor denominational schools, have been admitted to the benefits of the fund:

Amherst.	New York.
Beloit.	Oberlin.
Brooklyn Polytechnic.	Princeton.
Carleton.	Radcliffe.
Case School of Science.	Ripon.
Clark University.	Smith.
Clarkson Tech.	Stevens Institute.
Colorado College.	Trinity.
Columbia University.	Tufts.
Cornell University.	Tulane.
Dartmouth.	Union.
George Washington.	Univ. of Penn.
Hamilton.	Univ. of Rochester.
Harvard.	Univ. of Vermont.
Hobart.	Vassar.
Iowa.	Wabash.
Johns Hopkins.	Wash. and Jefferson.
Knox.	Wellesley.
Lawrence.	Wells.
Lehigh.	Western Reserve.
Leland Stanford.	Williams.
Marietta.	Worcester Polytechnic.
Mass. Inst. of Tech.	Washing'n University.
Middlebury.	West'n Univ. of Penn.
Mount Holyoke.	Yale.

The persons who have already been admitted to the pension list are 129 in number, of whom eight are widows of famous scholars. Women professors retired. The average paid to professors is about \$1,500 a year, while widows get \$833. While the numbers eligible for

these benefits are small, the relief given is important, and sometimes it will save some worn-out and destitute old teachers from starvation, or mayhap suicide. To save even one such a great good is accomplished.

* * *

The New York *Sun*, in commenting upon conditions among the New York City schools, has the following to say:

English in the Public Schools.

"Why do the public school children of New York speak and write such wretched English? Since January 1 the teachers employed by the city have been answering this question, unconsciously, but none the less completely, in the letters they have been sending to the newspapers. These communications have revealed the fact that many of the instructors in the employ of the department of education are themselves grossly ignorant of the first principles of composition and careless in their use of words.

"Of the several hundreds of letters from teachers received by the *Sun* very many have been unfit for publication without being practically re-written. In some cases it has been actually impossible to find out what the writers were trying to say. Whole pages of manuscript have been absolutely meaningless. Dozens, if not scores, of teachers have sent to this paper communications which a properly instructed child of ten would blush to own. The letters of this description have been so numerous as to make us wonder if the majority of teachers, men and women, regard the accepted rules of capitalization and punctuation and grammatical construction as oppressive, to be resisted at any cost.

"From such instructors a child cannot learn the English language. Undoubtedly the carelessness and ignorance displayed in these letters is shown by their authors in conversation in the classrooms and outside. How can the pupils acquire anything else than bad forms of

English? If their parents try to teach them, the effect of correct precept must be neutralized by the example of the teacher, whose authority in these subjects is not likely to be disputed. What wonder, then, that many of the youngsters make a sad mess of their native or adopted tongue?"

* * *

Dr. James M. Green, head of the New Jersey State Normal School, replying to an editorial in the *School Journal* criticising his opposition to the recent tendency

The Use of Cap and Gown.

of schools below the rank of college to adopt the cap and gown for students in commencement exercises, defends himself, first by pointing out that the cap and gown have been recognized from the earliest times as the regalia of the degrees, this having gone to the extent of making them in shape or color represent the different specific degrees. Only within the last quarter of a century have undergraduates in American colleges adopted this commencement costume. Dr. Green argues that for the high schools and normal schools to take this regalia of the university is like children clothing themselves in the apparel of grown people, and that it robs the future form of some of its attractiveness and dignity. Other reasons against the cap and gown for the high school are the added expense, as this uniform can be worn only on the one occasion, while the new dress or suit of clothes may be worn on other occasions, or until worn out. Besides these, he thinks the gown and cap do not look well on a young woman unless worn over a white dress, and he thinks it altogether desirable that high school commencements be kept simple and wholesome in the matter of dress.

The *School Journal* gets around the expense objection by suggesting that the institution itself own the caps and gowns, saying that this is the sensible plan, being economical and democratic.

OF CURRENT INTEREST

It is hard to estimate the number of young men who are now packing up their hockey clubs, their football suits and their dinky caps preparatory to returning to home and the Future. That there are many thousands of them and that each one faces the battle of life with sublime confidence there can be no doubt. What becomes of all the college graduates? How does our active modern life assimilate this yearly accession of active and enthusiastic young men?

For some time it has been the custom of the authorities of Yale to take a poll of that institution's graduating classes to find out what careers have been chosen by the graduates. This year there was a class, or several classes, numbering 2,243, and the poll showed this interesting result:

Occupations.	No.
Law	718
Finance	320
Education	261
Medicine	203
Ministry	185
Farming and politics.....	170
Merchants	166
Journalists	77
Engineers	69
Miscellaneous	74

While the honored profession of the law continues to hold its own, as indicated by the fact that 718 graduates are going in for it, the table shows also that 320 are to become "financiers." Unfortunately it isn't quite plain just what is understood by this term. In this day and generation a "financier" is anybody that handles money, from a nickel-in-the-slot speculator to a trust fiscal agent. Presumably the word "finance" as used in the table includes bankers and brokers and rich men's sons who are leaving college to step into soft places created for them. Education claims 261 of the graduates, and this is a very creditable showing. Medicine appears to have fallen off a little, which can be accounted for on the score that medicine does not offer the hope for pecuniary rewards, in a

comparative sense, that it once did. "Farming and politics" is a queer combination to which 170 graduates have devoted their lives and their fortunes. The Yale authorities should not have left us in doubt as to the meaning of this singular combination. We have no choice but to assume that the tilling of the soil nowadays is inevitably associated with running for office, an assumption that is not justified by the facts.

Toilers in the newspaper business will hail with saturnine joy the rejuvenating influx of seventy-seven "journalists," and the said "journalists" will suffer with congestive chills when they first encounter that autocrat of human destinies, the city editor, and note the guttural and reverberating enthusiasm with which he welcomes the master of arts and the doctor of philosophy to the "local room" where the news-gathering "gang" labors.

But the college boys are all right, and in a little while they will settle in their various places and soon become the strength and hope of another generation of world workers. There is room for all of them, so be they "financiers," "farmers and politicians" or "journalists," open the door to bid them enter.

* * *

HAS THE EDUCATION OF WOMAN DISTINCTIVE AIMS?

James Bryce, the British ambassador, was the orator at the commencement exercises of Bryn Mawr College, taking for his subject "Has the Education of Women Distinctive Aims?"

He said that the facilities of men and women are practically equal and held, therefore, that intellectual training fit for one is fit for the other. As to women in political life he said that he claimed the privilege of declining to give an opinion on a topic so highly controversial for an Englishman, but he added that so far as he could judge the majority of American women, at least in the eastern and middle states, do not desire a change.

The ambassador suggested to women two fields of work which the average

male citizen does not find time to enter. One is the cultivation of a thorough knowledge and a fine taste in literature—the habit of reading that which is not ephemeral—and the other field includes the study of how to mitigate the contrasts between wealth and poverty and how to help those who need help.

* * *

EXCHANGING PROFESSORS AT HOME.

An "Intranational Exchange of Professorships" is suggested by the *Columbia University Quarterly*. It is proposed that the interchange of professors now going on between the United States and France or Germany be taken up among the different American universities on the ground that it would tend to "eradicate sectionalism and develop a better and more accurate understanding on the part of the North, South, East and West."

The proposal has a fine ring to it. And it so happens that recent utterances by President Arthur Twining Hadley of Yale and President Benjamin Ide Wheeler of the University of California have emphasized collegiate sectionalism in a way that has not been clear to the general public. President Hadley in his Cincinnati address laid stress upon the valuable "atmosphere" brought to the great eastern universities by their age and traditions. President Wheeler last month declared that the West does not need to ape Yale, Harvard or Princeton, that it is developing university ideals and a life of its own.

It is proper that these things should be mutually understood. The West knows more about them than the East, because the older institutions of the Atlantic littoral necessarily stood as foster parents to the educational growth of the newer portions of the country. California can learn much from Yale, but there is excellent reason to believe that Yale can learn more from California.

An exchange of professorial ambassadors would be the most practical and effective way to bring to New Haven and Cambridge concrete appreciation of the high ideals, the extensive culture, the

vigorous research of President Wheeler's great university. It would give Connecticut and Massachusetts an awakening insight into the enlightened utilitarianism of the University of Wisconsin, the tremendous steam-engine driver of the University of Illinois and the pedagogic progressiveness of the University of Chicago.

By all means let us cultivate academic unity at home while we are courting it abroad.—*Chicago Post*.

* * *

HARVARD'S BUSINESS SCHOOL.

The proposed addition of a business school to Harvard's graduate department, as announced by President Eliot at Detroit last week, has interested the faculty members and the undergraduates. Most of them were not aware that any such plan was contemplated. Sufficient money to carry through the enterprise has not yet been subscribed, and neither the corporation nor the overseers have passed any vote favoring the project. But as most of those in authority seem to favor the plan, it is likely that another year will see the school established.

The plans are in the hands of Professor Taussig, head of the department of economics, who will probably before long make some specific announcement. In general, they contemplate putting business training upon the same professional and graduate basis as training for the law and for medicine. A college degree will be required for admission to the school, and the course itself will take two years. Thus a total of five or six years would be required to get the business school's degree. Whether this will be a master of arts or some new degree has not yet been decided. The courses leading to a new business career in applied economics now given in the university are chiefly concerned with the public aspects of economic questions, and not with practical problems in the sense of teaching a trade or conducting a business. While the specialization possible in a graduate school of business will tend to relate the work, the broader theory of organization will be the keynote.

WHAT COLLEGE USED TO MEAN.

The clergyman of the old New England town was its chief citizen, followed by other college-bred men. A good education could be gotten nowhere else except at college. Formerly boys went to college from the small hamlets and frontier towns of the colonies. It was a matter of much prayer and thought as to which boy of a large family should be given the opportunity to help himself through college. Then began eight or ten years of self-sacrifice upon the part of all the family and of the chosen boy himself until he was fitted for college and had completed his course there. He was perhaps the only boy who had thus gone from that locality for many years. His course at college and thereafter was watched by all his friends and acquaintances at home as closely as though he were their own son. Men valued what cost so much and came to be so much—for a college education was the making of a man. It was at the same time the greatest honor and the surest help to success in life that could be conferred on any bright boy. It set him apart from his fellows and put him in the most enviable position possible.—*From Individual Training in Our Colleges, by Clarence F. Birdseye.*

* * *

PRACTICAL BENEFITS OF MANUAL TRAINING.

The manual training movement is comparatively new. The first school to teach manual training was founded in this country in 1879 at St. Louis, Mo., and one was built in Chicago six years later. From 1885 to 1890 schools were founded in Philadelphia, Baltimore, and other American cities. These were all of the high school type, and only during the last few years has the movement reached down to our grammar schools.

The movement easily divides itself into two kinds: first, manual training proper, and second, the trade school, which is entirely a different thing and is founded more for teaching the grown-up child a certain trade. This takes the place of the old idea of apprenticeship. There is not the chance to-day for a man

to learn a trade that there was twenty-five years ago, and as a result our skilled workmen are not gaining in numbers as they ought to.

What does manual training do for the child and how does it affect this condition? In the first place it holds the boy in school. Second, it gets the boy interested. Third, it gives a chance to the boy who is slow of speech but of mechanical aptitude an equal chance with the boy who is glib of tongue and has a good memory. Fourth, it leads him to like school for school's sake.

Dr. James P. Haney, director of the Manual Arts, New York City, in an address given before the Chicago Board of Education in a conference on truancy, said: "Manual training is the best truant officer a school system can employ. All corrective institutions find that their most valuable agent to a boy's reform is some useful form of handicraft. There are countless agents to draw a boy out of school. The manual arts are the best bonds to hold him in school. They are even better in prevention than in reform."

The boy who comes into the school-room at nine o'clock in the morning and is obliged to sit there for three hours with a fifteen-minute recreation period, in a chair which is hard at best, who cannot move without bringing the wrath of the teacher down on his head, not in the old way, but in new ways (altho, I am glad to say that these teachers are growing less and less), and who is obliged to do what the teacher says without question, is it scarcely to be wondered at that Johnny plays truant on some fine day in spring? He has nothing to keep him in school. But that day, when he can do something with his hands, when he can do something that he likes, or when he can do something that will give him power to do something he likes to do, that day is the day you find Johnny in school. And if those days come often he is in school often and the time will come when he comes to school for school's sake.

It is mighty hard work to do something you are not interested in. Kipling says: "'Taint cause you bloomin' can't,

it's cause you bloomin' won't." You can do anything you set out to do. You cannot do anything as well, if you are not interested, as you can if you are. That is a law. Johnny starts for school. He has two courses open to him; one the woods in which he is interested. The other, school, in which he has no interest. If he goes to the woods he will be punished if he is caught. Will the joy of a day from school compensate for his punishment? Question which has to be settled by Johnny. But on the other hand, if he could do something he liked to do what a difference. The woods do not enter his head.

* * *

COLLEGE CLIQUES.

Shall college cliques be suppressed? An affirmative cry has lately been raised in reply to this question, and now the president of Princeton proposes the abolition of the upper class clubs of old Nassau. His charge against these cliques runs thus:

Group rivalries break the solidarity of the class. The younger classes are in no point made conscious of the interests of the university. Their whole time is concentrated upon individual ambitions, upon the means of preference, upon combinations to obtain individual ends, and the welfare of the university is ignored.

The remedy is to be found in the English quadrangle system, with supervising tutors, a dormitory and a common table for all classes. He says:

The objects of this arrangement would be to bring the faculty in close connection with the students, to bring the members of the four classes together, to give the university the hand of common consciousness which apparently comes from closer sorts of social contact and to rid the university of combinations, cliques and separate class social organizations.

But would all this result? And if it did, would it all be for the best?

The clique tendency is inevitable at all times of life and in every level of society. It is the natural expression of man's endeavor to associate with comrades whose tastes and ambitions are his own. With the young American's

inherited passion for organization, college clubs are as natural as hair on the top of the head. Like every other good trait, this clique tendency becomes a menace if allowed free rein. The eating clubs of Princeton and the fraternities of some other fashionable colleges have, in recent years, degenerated into expensive imitations of city clubs; the fierce competition between clubs for "choice" members and social prestige and the boyish aping of the extravagant habits of men who have time and money to burn make hundreds of cliques to-day the grief of professors and the laughing stock of the adult world. In so far as President Wilson is striving to check such excesses he has the sympathy of everybody conversant with the facts.

But can the evils be best cured by killing off cliques? Is not the worthy president curing college mumps by cutting off the patients' head? We believe that the broad college spirit sought for by Dr. Wilson can be obtained simply by controlling the activities of college clubs more sanely and rigidly. The ridiculous "high flying" of well-to-do undergraduates is not essentially due to the existence of fraternities or other cliques; it can be traced to the unwise tolerance of college faculties in treating seventeen-year-olds like mature men, and in some slight measure to the unwisdom of the younger alumni members in "setting the kids a pace." In the good old days before faculties had learned the sickly art of coddling, fraternities flourished, but the evils did not. "Old grads" of that happy period still swear that they and their college both benefited by the organizations. And undergraduates to-day might be able to say the same if their parents did not lavish money upon them and their teachers did not let them do as they sweetly please. The college democracy sought for by many college presidents will doubtless be won more easily through a well supervised club system than through an indifferently managed communism. We doubt not that the Princeton "quad" will succeed if properly engineered. But it will not suppress cliques, and many another system could give the same good results.

NEW APPRENTICESHIP SYSTEM.

An English firm at Lincoln, engaged extensively in the manufacture of agricultural and other machinery has introduced a variation of the apprenticeship system which is attracting wide attention and favorable comment, according to United States Consul Mahin.

The rule in that country is to bind a boy for seven years, from the age of fourteen to twenty-one, during which period he leads a narrow, treadmill life. The Lincoln firm, however, takes apprentices at any age between fifteen and twenty-two—one inducement to this change being the expectation that boys of sixteen to eighteen will have had a good school education and will therefore be better fitted than a boy at fourteen to master the trade. To encourage boys at sixteen to eighteen years to become apprentices the same wages will be paid them as if they had begun at fifteen.

But the most important part of the Lincoln firm's new apprenticeship system is to give all deserving apprentices a varied shop experience, and to supplement the shop work with courses of instruction bearing directly thereon. By combining mental training with shop work it is believed that more intelligent workmen will be evolved than under the old system.

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DEFENDING THE PH. D.

The doctor of philosophy has his defenders. If some refuse to be impressed by the title, others refuse to discount it, mainly those who have experienced the pangs of its parturition. A writer in *The Educational Review*, well informed on actual conditions in American universities, is especially determined not to allow critics to class all doctors with those dull persons who spend enormous pains on scholastic consonants and vowels, completely ignoring the ideas for their symbols, and producing as the fruit of mountainous labor some mouse of a result, if anything at all bearing the least relation to a result.

This writer—Mr. William H. Carpenter of Columbia University—admits that specialization is occasionally carried to absurd lengths, but asserts that the

Ph. D. degree is primarily a research degree, and only incidentally the teaching degree that conditions in America have made it. It stands mainly for exhaustive as well as extensive study in a particular field. Scholarly ability and actual accomplishment are declared to be required for it throughout the United States, it having been "recognizedly homogeneous." But, while the college represents culture, the university is held to aim at specialization, and the doctor of philosophy must first of all be measured by the intention that he has served.

This would be simpler of the Ph. D. remained a specialist. But his "scholarly ability and actual accomplishment" are taken as recommending him as a teacher. The degree may be bestowed primarily on men of research, yet it is counted as a guaranty that a man is qualified to teach, and in this assumption a heavier onus is thrown on the title. In which case the quality of the research work falls under severer scrutiny, and the mere fact that the doctor's dissertation has contributed to the sum total of information or knowledge is not held sufficient. If the college represents culture, the doctors of philosophy to become teachers must also represent culture.

But there is no cause for disagreement once it is admitted that "there is nothing sacrosanct in the Ph. D. degree, from any point whatever." However extraordinary the requirements for it, it carries no certainty of knowledge, much less of wisdom. It is an assurance, but not a guaranty. And it becomes clearer every day that no university degree can be taken as a guaranty until it combines, like labels under the pure-food law, a complete analysis of contents, with a description of the possible chemical reactions that have gone on inside the graduate—a condition not likely to be attained.

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ONE THOUGHTLESS BRAIN IN EVERY HEAD.

Man has a pair of brains, just as he has a pair of eyes and a pair of ears, declares Dr. William Hanna Thomson, in the July *Everybody's*. But, asserts Dr. Thomson, only one of our two brains is used to think with. He continues:

"When we come into this world we have a pair of quite thoughtless brains and nothing more. To become intelligent beings, we must acquire a whole host of mental faculties and endowments, not one of which does a human being bring with him at birth. No one was ever born speaking English nor any other language. No newly born babe knows anything by sight nor by any other sense. Every kind of knowledge has to be gained by personal education. But only recently have we found that this education necessitates the creation of a local anatomical change in brain matter to make it the special seat for that 'accomplishment.' Thus, no one can become a skilled violin player until by long fashioning he has at last made a violin-playing place in his cerebrum.

"But all this brain fashioning takes so much time and trouble that for mere economy of labor, as one hemisphere will do all that is necessary, the individual spends his efforts on one of them only. As both hemispheres are equally good for this purpose, which of the two he will educate depends on which one he begins with. This is settled for him when as a child he begins all his training by the hand that he then most easily uses. Hence it is that all the speech centers and all the knowing and educated places are to be found only in the left hemisphere of the right-handed, and in the right hemisphere of the left-handed."

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SUCCESSOR OF THE "STUFFED" ANIMAL.

Animals are no longer "stuffed" for exhibitions in museums. This process never did produce a lifelike result, and the unnatural appearance of a stuffed animal or bird has become proverbial. Nowadays the skin is drawn over a carefully modeled plaster cast made by an artist in animal sculpture, with results of astonishing beauty. Says Roy C. Andrews, writing in *Forest and Stream*.

"When an animal is received at the Museum of Natural History, an elaborate series of measurements are at once taken from it in the flesh. These are of invaluable assistance in the final work of mounting. Next the taxidermist,

equipped with modeling wax and tools, goes to the Zoological Park and makes a miniature model of the animal from the living specimen there. This small model is prepared with great care, and the anatomy of each part is worked out to the minutest detail. It is here that the real genius of the modeler is shown—if he be an artist worthy of the name, he can put into the animal the result of his study and observation, and give it all the grace and beauty of life, with none of the stiffness of a mechanical structure. After the small model has been completed, the leg-bones and skull of the specimen to be mounted are placed in position and wired; thus the general outline of the animal is given, and the basis of the life-sized model formed, exactly as a sculptor makes an armature for a large figure. On this framework or skeleton wet clay is piled, until the mass corresponds in some degree to the measurements taken from the animal in the flesh, and then the artist begins with his modeling tools to bring order out of chaos. Every part of the body is studied with the utmost care, and every layer of muscle, every cord and tendon is reproduced exactly as it lies in a living animal. The sculptor has the whole body under his control at once, for the legs and neck are wired tightly and can be moved at will. From time to time the skin of the animal is tried on over the clay body to insure an exact fit, and any imperfections in the model are corrected.

"When the manikin fits exactly, the last touches are given, and there stands on the pedestal a perfect animal minus the skin, for every layer of muscle and every cord is there, placed with the knowledge of a scientist and the skill of an artist. A plaster mold is then taken of the clay model, from which a cast is made. This cast is very thin, and is lined with burlap, to combine strength and durability with the minimum of weight. The clay model is now discarded and the cast allowed to dry, after which it is drest with shellac to make it waterproof, and finally given a coat of glue. Then the skin is adjusted and the seams neatly sewed up with strong

waxed twine. Contrary to the general idea, the ears, nose, and eyes are left until the last, and are carefully worked out in papier mache. This is at once one of the most difficult and interesting parts of the work, for the delicate lines of the nostrils and the modeling of the eyes require the utmost skill and closest study. In the eye lies the whole expression of the face, and the animal is made or marred by this one detail. After the finishing touches have been given, the specimen is set away to dry preparatory to being placed in the particular group for which it may have been designed."

This new process has been so successful, the writer tells us, that the time-honored custom of "stuffing" has been forced out of existence by the superior results of the manikin. Now it is "animal sculpture." He says:

"We are at the climax, at the end of the long process of evolution, through which taxidermy has gradually worked its way. Just as painting developed from the rude attempts of the prehistoric man to the wonderful creations of the old masters, so has taxidermy prepared itself for the new era now opening before it.

"And as in the work there has been an evolution, so must there be an evolution in the name—it is taxidermy no longer, it is 'animal sculpture.' To the average mind the name taxidermy pictures the stuffed animal of many years ago—stuffed in the true sense of the word. The day is not far distant when the term 'taxidermist' shall have become obsolete in the English language."

* * *

UNIVERSITY CORRESPONDENCE COURSES.

The *Evening Wisconsin*, of Milwaukee, thus describes the efforts of the State University to broaden its influence

by the introduction of correspondence courses.

The University of Wisconsin is embarked upon an enterprise destined to bring it into very close touch with the people of the State when it established its correspondence courses. The short course in agriculture is brilliant with practical results, but even what the University has accomplished by its short course in agriculture will be eclipsed by what it will achieve for the benefit of the people at large if it continues to carry on the correspondence courses in the spirit in which it has begun.

The number of correspondence courses so far established is upward of one hundred and sixty. Many of them deal with technical education in a way that promises to more than make up to the boy who must work for a living the opportunity which was taken from him by the abandonment of the apprentice system. Many a boy ambitious to learn a mechanical trade is taking a correspondence course at the University with the certainty that he can advance himself in the line of his ambition, becoming a master of the principles underlying his work as well as an adept in their practical application.

For those desiring subsequently to enter the University the credits earned in completing a correspondence course count half toward securing a university degree. It is no wonder that the opportunity offered by the correspondence courses is enlisting the interest of earnest young men and women thruout the State.

There is no reason why a university owned by the people of a State should be held back from serving them in any way possible by the lack of academic precedent. If it serves, it needs no further justification.

AMONG THE FACULTY

Prof. Le Roy C. Cooley has retired from the department of physics, under the law of Vassar College regarding age limit, and is the first one to be recommended by the board of trustees for a pension on the Carnegie Foundation. Alfred Dodge Cole, who has been professor of physics in the Ohio State University since 1901, has been appointed to the position. Professor Cole was graduated from Brown University in 1884. Prof. George B. Shattuck has been appointed professor of geology and mineralogy on the John Guy Vassar Foundation, in place of Prof. William B. Dwight, deceased. Dr. Shattuck was graduated from Amherst in 1892. Professor Mills has been granted a year's leave of absence. The trustees have appointed Dr. J. M. Williams to take charge of a portion of Professor Mills' work with the title of lecturer. Dr. Williams is a graduate of Brown University, class of 1898.

* * *

In the resignation of Prof. Elijah Paddock Harris, head of the chemistry department, Amherst College loses one of the oldest members of its faculty. For thirty-nine years he has been connected with the college. He was born in 1832 at Le Roy, N. Y., attended Luna Seminary and Genesee College and then was graduated from Amherst in 1855.

After a year or two of teaching he went to the University of Gottingen, where he received his doctor's degree. Later he taught at Victoria College and Beloit until 1868, when he went to Amherst.

Professor Harris is the author of a work on meteorites, manual of qualitative-analysis, non-metallic chemistry, and lecture notes on general chemistry. He was given the degree of LL.D. by Victoria College in 1890. He will receive an annual pension of \$2,200 for life under the Carnegie fund.

Associate Prof. Arthur J. Hopkins succeeds to the head of the department.

Professor Schuchert, head of Peabody Museum, will begin with two assistants an extensive geological excursion early next month, and lasting through most of the vacation. The party will examine the coast formations and the marl beds of New Jersey; then the Appalachian Mountain formations of west Maryland, above Harper's Ferry, followed by the investigation of the fossils of the Devonian and Silurian Age in west Tennessee. The final work of the expedition will be in the Arbuckle Mountains of Oklahoma, tracing the sequence of geological formations.

* * *

Dr. D. E. Mitchell has resigned the Presidency of Cumberland University, Lebanon, Tenn., his resignation taking effect at once. Dr. Mitchell's business relations have made it necessary for him to be away from Lebanon the greater part of the time for the last two years and he is now in Pittsburg, Pa.

* * *

Dr. George E. Vincent, dean of the University of Chicago junior colleges, has been appointed to be dean of the faculties of arts, literature and science. He will have charge of the university's administrative details, assuming the position lately vacated by President Harry Pratt Judson.

* * *

Chancellor D. W. C. Huntington of the Nebraska Wesleyan University has presented his resignation to the board of trustees to take effect in one year. He resigned last year but was prevailed upon by the board to continue to the end of the present school year.

* * *

Dr. William Coe Collar is retiring after 50 years as the head of the Roxbury (Mass.) Latin school. Dr. Collar will travel abroad this summer and on his return will probably take up his residence in Cambridge.

* * *

Elmer J. McCormick, for several years assistant professor of civil engin-

eering at Cornell, has resigned to accept the chair of mining engineering in the University of Alabama.

* * *

Professor Arthur Fairbanks of the University of Michigan is to be the new head of the Museum of Fine Arts, at Boston. Professor Fairbanks was born Nov. 13, 1864, at Hanover, N. H. He graduated at St. Johnsbury (Vt.) Academy and Dartmouth College, studied at the Yale Divinity School and the Union Theological Seminary, and received a degree of doctor of philosophy at Friburg in Vereisgau in 1890. He was for six years professor of Greek at the University of Iowa. He resigned that position to accept a similar though more important one at the University of Michigan a year ago. He will leave Ann Arbor in the autumn to begin his work in Boston. His salary will be \$8,000 a year.

* * *

Professor J. Newton Pearce of Northwestern University, has been elected assistant professor of chemistry at the University of Iowa. Mr. Pearce, who has been an instructor in chemistry, recently received a degree of doctor of philosophy from Johns Hopkins University.

* * *

Dr. Walter L. Fleming of the University of West Virginia has accepted the chair of history at the Louisiana State University.

Dr. Fleming is a native of Alabama, graduated at the Alabama Polytechnic Institute (Auburn) as B. S. in 1896, as M. S. in 1897; at Columbia University, New York, as M. A. in 1901, and as Ph. D. in 1904. Between the years of 1896 and 1904 he was for a time assistant professor and librarian at Auburn, fellow in American history at Columbia, associate professor of history at Columbia; and since 1904 has been professor of history at the University of West Virginia. He is publishing a series of volumes on the history of the Reconstruction period in the South. His history of the civil war and Reconstruction in Alabama was published in 1905, and his documentary history of Reconstruction in two volumes was published in 1906-7. These

works have been most favorably received by the critics.

Dr. Fleming is also one of the editors of the *Historians' History of the World*, and has a long list of articles to his credit in the proceedings of the historical associations and in leading magazines.

* * *

Professor Hugo Munsterberg, professor of psychology at Harvard, is to receive the honorary degree of doctor of literature from Lafayette College at the Lafayette commencement. Professor Munsterberg already holds the degrees of doctor of philosophy, doctor of medicine, and doctor of laws.

* * *

William Herbert Carruth, vice president of the faculties and professor of German at the University of Kansas, has been granted a year's leave of absence which he will spend in Germany in study and research. Professor Carruth is widely known through his text books in German.

* * *

Dr. L. H. Blanton, who has been Vice President of the Central University of Kentucky, Danville, Ky., for the past fifty years, has resigned. His successor has not yet been appointed. Dr. Blanton is seventy-four years of age, and has actively attended to the duties of his office.

* * *

It is officially announced that the War Department has detailed Capt. L. S. Sorley of the Fourth United States Infantry to succeed Capt. A. C. Read as commandant of cadets and professor of military science at the Louisiana State University. Capt. Sorley's home is in Galveston, Tex. He was for two years a student at the University of Texas before receiving his appointment to West Point.

* * *

The board of trustees of the Alabama Polytechnic Institute, Auburn, Ala., have created a chair of architecture and drawing and elected Prof. N. C. Curre, of the University of North Carolina, to fill the chair. He graduated in architecture at Columbia and has been for four years professor of architecture at the University of North Carolina.

Prof. William R. Hart, of the Nebraska Normal School, has been named by the faculty of Amherst College for the head of the new department of agricultural education to be established at Amherst with the beginning of the fall term. The department aims to promote agriculture by training students to teach agriculture both as an art and as a science, not only in technical schools, but more especially to work for the advancement of agriculture in the public schools.

* * *

The Hon. Henry Houck has tendered his resignation from the Department of Public Instruction of Pennsylvania after forty years of continuous service, to assume the office of Secretary of Internal Affairs, to which he was elected last fall. While his friends rejoice in the honors that have come to him, much regret is expressed at his separation from direct contact with the schools he has served so faithfully and so well.

* * *

Miss Ellen C. Hogeboom has resigned from the principalship of Margaret Hall, the girls' school of the Episcopal Diocese of Lexington, located in Versailles, Ky., a position she has filled with much ability for three years.

* * *

It is announced as probable that Dr. John S. Penman of Poughkeepsie, N. Y., will become the new president of Fairmount College at Wichita, Kan. For the last few years Dr. Penman has been pastor of the Congregational church at Poughkeepsie.

* * *

At a meeting of the executive committee of the board of trustees of Howard University, Washington, D. C., the resignation of the Rev. Dr. F. W. Fairfield, for more than twenty years dean of the College of Arts and Sciences, was presented and accepted. Dr. Fairfield has been placed upon the Carnegie foundation and granted a liberal allowance for the remainder of his life, in view of his extended and efficient services in the interests of higher education.

The board unanimously elected as his successor in the professorship the Rev. Dr. Edward L. Parks, an educator of

long experience and distinction. An honored graduate of the Northwestern University, he was for seven years an instructor in that institution. Called to the presidency of Simpson College, in Iowa, he raised and paid a crushing debt, broadened and enriched the courses of study, increased the faculty, and more than doubled the attendance of students in the six years of his presidency. He was then called to a professorship in Gammon Theological Seminary, in Atlanta, where he served for fourteen years, winning the confidence and esteem of all students under his charge.

* * *

Edward Capps of the University of Chicago was elected professor of classics at Princeton University; Assistant Prof. D. R. Stuart was advanced to a full professorship in classics; Assistant Prof. Christian Gauss to a full professorship in modern languages; LeRoy C. Barret, Ph.D., Johns Hopkins, and Austin M. Harmon, A.M., Williams, were elected preceptors in classics for one year; Regis Michaud of Columbia University was elected preceptor in modern languages for one year; N. E. Griffin was reelected preceptor in English for one year; and a number of instructors were appointed. These resignations were accepted: Jesse Benedict Carter, professor of Latin, now head of the American School of Classical Studies at Rome; Edwin Seelye Lewis, professor of modern languages.

* * *

Prof. Harry Gilbert of the University of Iowa college of law has resigned to go to the University of Illinois college of law. He is a brother of Attorney William C. Gilbert of Chicago and a nephew of the late Judge David J. Baker, of the Illinois Supreme bench.

* * *

Prof. Warren T. Clark, professor of entomology at the Alabama Polytechnic Institute, Auburn, Ala., has submitted his resignation and it was accepted. He goes to accept a more lucrative chair at the University of California.

* * *

Prof. G. W. Snedecor of Tuscaloosa, Ala., has been elected to fill the chair of mathematics in Austin College, Sher-

man, Tex. Prof. Snedecor is a graduate of the University of Alabama and has taught for the past two years at Selma, Ala.

* * *

Dr. Elmer E. Brown, United States Commissioner of Education, is to deliver five lectures on the historical development of Connecticut education at the Yale Summer School. Superintendents Van Sickle, Carroll, Hine, and Beede are also among the instructors and will give courses in school administration and methods.

* * *

Mr. Thomas W. Dyer, who for more than thirty years has been one of the most prominent educators in his state, has severed active connection with the University School, New Orleans. The new principal of the School is Mr. Percival H. Whaley. He has been connected with the school for the past three years, having come in the beginning to take charge of the Latin and Greek departments. A number of changes will be made in the course of study, and the military feature will be dropped.

* * *

Dr. Edward Charles Pickering, the well-known Director of Harvard College Observatory, was elected June 6 a foreign member of the Royal Society of London, for his signal contributions to astronomical knowledge. The importance of the election may be gathered from the fact that only fifty foreign members have thus far been elected to the Royal Society, a very jealously-guarded list. Those in America who are already foreign members are Simon Newcomb, Alexander Agassiz, George William Hill, and Albert A. Michelson.

In 1886 the Royal Astronomical Society of London awarded Dr. Pickering its gold medal for his photometric work in connection with astronomy.

Prof. Pickering was born in Boston in 1846, and was graduated from Harvard in 1865 with the degree of Bachelor of Sciences. He started his pedagogic career as an instructor in mathematics in the Lawrence Scientific School of Harvard, which post he held from 1865 to 1867. From 1867 to 1877 he

was professor of physics at the Massachusetts Institute of Technology, which chair he relinquished to assume the directorship of the Harvard College Observatory, a post he still holds. He has received many academic and honorary degrees from many institutions, notably California, Michigan, Chicago, Harvard, and Victoria (England). Besides two Royal Astronomical Society medals, he has also received the Rumford and Draper medals.

* * *

The trustees of Trinity College, Durham, N. C., have elected Prof. Eugene C. Brooks to their newly created chair in the academic department. This chair will be known as the chair of science and history of education. This, with the chair of Biblical literature, established by the North Carolina Conference last fall, will give Trinity two new chairs next year, thus enlarging its usefulness.

The purpose of the newly established chair of education is to make Trinity more closely affiliated with the State's common schools and thereby aid in every possible manner to North Carolina's upbuilding.

* * *

The University of Wisconsin has just received three additions to its faculty by the action of the regents in electing Rossetter Gleason Cole to be director of the school of music, Orville H. Ensign head of the department of electrical engineering and Mazyok Porcher Ravenel professor of bacteriology. Each of the new professors has won distinction in his chosen profession. Prof. Ensign has been chief electrical and mechanical engineer in the United States reclamation service for several years; Prof. Cole is well known as a composer, musician and musical writer, and Dr. Ravenel is one of the recognized authorities on bovine and human tuberculosis.

* * *

Dr. W. W. Willoughby will become a member of the faculty of the new College of the Political Science which the George Washington University will inaugurate next fall. Dr. Willoughby will divide his time as professor of political science between George Washington and Johns

Hopkins. Dr. Willoughby is a native of Alexandria, Va., and was graduated from the Washington High School in 1885. His academic training was received at the Johns Hopkins University, from which institution he received his B. A. in 1888.

Since 1895 Dr. Willoughby has been a member of the faculty of Johns Hopkins University, first as lecturer, then as associate, then associate professor and finally as professor in charge of the department of political science. In addition to teaching at Johns Hopkins Dr. Willoughby has taken an active part in the work of the American International Law Association. He was one of the leaders in the movement which resulted a few years ago in the formation of the American Political Science Association, and from the start has been the secretary of that organization, as well as editor-in-chief of the *American Political Science Review*, the organ of the association. He is also one of the editors of the *Johns Hopkins Studies in Historical and Political Science* and editor of the *American State Series*. He has written a history of the Supreme Court of the United States, and is the author of "The Nature of the State," "The Rights and Duties of American Citizenship," "Social Justice," "The Political Theories of the Ancient World" and "The American Constitutional System."

* * *

Professor Lodge of the department of Latin will edit and issue from Teachers College, New York City, the new *Classical Weekly*, as the organ of the Classical Association of the Middle States and Maryland. The periodical continues the issues of the *Latin Leaflet*, hitherto issued by the New York Latin Club. It will, however, be doubled in size.

* * *

The Reverend J. E. Kirby, D. D., president of Drury College of Springfield, Mo., presented his resignation at a special meeting of the Board of Trustees last month. The resignation was accepted with regrets.

The Reverend J. H. George, Ph. D., D. D., pastor of the First Congregational

Church of Burlington, Vt., was elected president in his stead.

* * *

Prof. W. L. Enfield, head of the physical science department of the Wichita (Kan.) high school, has been elected to a chair in the Kansas State Agricultural College at Manhattan.

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The trustees of Hedding College, Abingdon, Ill., have offered the position of president to the Reverend W. P. McVey, pastor of the Spencer Memorial Church, at Rock Island, to succeed the Reverend Harry Gough. The Reverend Gough has accepted a position as a member of the faculty of De Pauw University, at Greencastle, Ind.

Mr. McVey is a native of Iowa, a graduate of the Iowa State University, and the Drew Theological Seminary.

* * *

Professor James H. Breasted, of the University of Chicago, has been admitted to membership in the German Academy of Science—a distinction seldom conferred on aliens. Professor Breasted's work as an Egyptologist won him the coveted honor.

James Henry Breasted is a famous Egyptologist, and is professor of Egyptology and oriental history in the University of Chicago. Recently he arrived at Berlin after making explorations in the upper Nile region that resulted in notable discoveries. Professor Breasted was born at Rockford, Ill., and was graduated from Northwestern University in 1888. He then studied Hebrew and made several exploring expeditions in Egypt. Many archaeological works have been compiled by him. Professor Breasted is director of the Haskell Oriental Museum, and associate editor of the *American Journal of Semitic Languages*. He is the author of an English edition of Erman's *Egyptian Grammar*.

* * *

At a meeting of the trustees of Georgetown College, Georgetown, Ky., Dr. J. J. Taylor tendered his resignation as president of the faculty of the college and the resignation was accepted. Dr

Arthur Yeager was elected to the vacancy. Dr. Taylor will remain in Georgetown until August 1 when he will leave for Knoxville, Tenn., where he has accepted a call to the pastorate of St. John's church.

* * *

OBITUARY.

Albert Harkness, professor emeritus of languages at Brown University, died at his home in Providence on May 27. The death of Dr. Harkness removes one of America's best-known scholars in the field of philology and classical languages. He was the founder of the American Philological Association, and one of the organizers of the American School of Classical Studies, at Athens. He was also widely known as an author and editor, having published a large number of Latin text-books. He was a member of the Rhode Island Historical Society—its president since 1903—and a member of the Board of Fellows of Brown University.

Professor Harkness, who was born in Mendon, Mass., in 1822, was a graduate of Brown University, of the class of 1842. Soon after his graduation he became a teacher in the Providence High School, and was senior master from 1845 to 1853. The two following years were spent abroad in travel and at the Universities of Berlin, Bonn, and Göttingen. The degree of Ph.D. was conferred upon him by Bonn, in 1845, and in 1869 he received the LL.D. from Brown.

* * *

William H. Payne, for more than thirteen years president of Peabody Normal College of Nashville, died on June 17th at his home in Ann Arbor, Mich.

Dr. Payne was the second president of Peabody Normal College, having in 1888 succeeded the late Eben S. Stearns, who was the first head of that institution. After occupying the office for thirteen years, Dr. Payne in 1901 resigned to accept the place of professor of education in the University of Michigan, a position which he had held before his election to the presidency of Peabody. He was professor of education when the

end came, having held that chair in Michigan altogether for nearly twenty years.

Dr. Payne was the author of numerous standard pedagogical works.

* * *

William H. Wilson, professor of the Johnson chair of mathematics at the University of Wooster, died at his home at Wooster, Ohio, June 26th of pneumonia and kidney disease. Professor Wilson was a graduate of Wooster, class of 1889, and was widely known to the alumni.

* * *

Dr. John Moore Hawkins, for twenty-five years principal of the training school at New Brighton, Staten Island, died at his home in Pulaski, N. Y., on June 6. Dr. Hawkins was a graduate of Yale and served during the Civil War, being mustered out as a brevet major at its close. Four years ago he retired from active teaching and went to Pulaski. He was a well known member of the G. A. R.

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Prof. Alexander Stewart Herschel, M. A., the distinguished astronomer, died on June 18, 1907, at the Observatory House, Slough, Bucks, where his grandfather, Sir William Herschel, and Sir John Herschel made most of their world-famous discoveries.

Prof. Herschel was a fellow of the Royal Society and was a doctor of civil law. He was professor of physics and experimental philosophy at the Durham College of Science at Newcastle-on-Tyne.

* * *

Miss Caroline A. Carpenter, who for thirty-two years had been connected with the Lasell Seminary in Boston, died at the close of the graduating exercises, on June 12. Miss Carpenter was born in Saratoga Springs, N. Y., was educated in the public schools there and at Emma Willard Seminary. Before going to Lasell Seminary she conducted a private school of her own.

* * *

Guy W. Eastman, an instructor in physics at Massachusetts Institute of Technology, was recently killed by a

train at the Back Bay Station, Boston. He was crossing the track and did not see the approaching train. Mr. Eastman was graduated from the institute in 1904, and went to Washington as a laboratory assistant in the National Bureau of Standards. He returned to the institute last year as an assistant instructor, and had just been made an instructor of physics by the corporation.

* * *

Mr. Edward C. Delano died in Chicago on June 7, aged seventy-four years. Death was due to heart failure. In 1856 Mr. Delano went to Chicago as a teacher in the old Central High School. In 1887 he was made district superintendent. Last year his half century of services in the schools was celebrated at a ban-

quet and it was his intention to retire from active work at that time. He heard, however, that some one antagonistic to Superintendent Cooley was to be put in his place; his decision was immediate—"I'll stick to the ship until the fight is over," he said.

* * *

Dr. Guy Davenport Lombard, of the Medical Faculty of Cornell University, died on May 22, after a short illness. Dr. Lombard was born at Northampton, Mass., in 1872.

Dr. Lombard was graduated from the medical department of New York University in 1896. He served on the staff of Bellevue Hospital for two years, and then started in private practice. In 1898 he became instructor in histology at the Cornell Medical School.

BALZAC AS A DRAMATIST

In a criticism of *Hernani* Balzac states that "a drama is the expression of a human passion, an individuality, or some great deed." The truth of this statement is apparent in the great dramas of Shakespeare, Sophocles and Schiller, but it leaves a certain vagueness in a mind associated with the more modern dramas of Ibsen and Pinero. There is something more in a drama—as we understand it—than Balzac's naked definition. A novel could do the same thing, and yet it is distinctly different from the drama. A play contains, of necessity, a bundle of details which go to support the idea; and the lack of these details often destroys an otherwise good drama. Perhaps, then, if the necessities of a dramatist be hastily sketched, some idea of these minor essential facts may be obtained. For such facts are the stepping-stones to success and the stumbling-blocks of failure. Of course, the first and most obvious demand upon a playwright is that he be able to tell a straight-forward story. There must be no deviation from direct logical sequence; and every episode must be a step toward the *denouement*. Not

only must he thus have an aim, but he must possess ammunition; so this very naturally implies a knowledge of *le metier de dramatique* or a technical skill in construction. This covers very naturally a thorough knowledge of stage limitations and an acquaintance with theatrical probability. Not only does the dramatist consider the successive situations, but the characters are subject to different treatment than in the novel. It is true that these concrete figments of the dramatist's mind may be exposed or portrayed by their actions under certain stimulation; but as a rule, this delineation of character must be illustrated solely by dialogue. Hence, there has developed a very distinct difference between dramatic and literary language, though in great dramatists these are combined. Still, the dramatist can rely on no subtle psychological description to mount his puppets—they must egoistically proclaim themselves by word and deed alone.

To Balzac, these necessary details seemed trivial. He never was bothered by conventions; for, in his novels, he had created them. But he had views on the

drama, which before his plays are considered should be discussed briefly in connection with the dramatic conventions here so scantily sketched. It is not difficult to see from his detailed criticism of *Hernani* that he had great faith in the educational end of the drama. The playwright could instruct the people much better than the novelist, and he could present interrogation marks of great moral import. Before his audience he could deftly paint the shades of right and wrong; he could summon fate to weigh the balances. The eye could see justice at work; it needed no imagination to force the moral. Indeed, the theatre is the great educator and moral preceptor. Balzac pays little attention to the actual pleasure it gives, except so far as a moral may be easier taken to heart when it enters on the wings of a smile. It is true, however, that in his numerous published letters he has little to say on this particular side of the subject; but he does present with ample emphasis one important and somewhat sordid function of the drama—its power of making money. One must not be too cynical in judging the great work of the father of realism, yet it must be recalled that Balzac sought that which he most condemned—gold. He was a victim of his own hatred and scrambled after wealth, if not as greedily, at least as incessantly as his own *Pere Grandet*. Before his first play was produced his letters to Madame Hanska indicate his desire for immediate wealth: is it not natural that he, too, should turn to the theatre where so many had made fortunes? He had seen his friend, Victor Hugo, triumph with *Hernani* and *Ruy Blas*; and he could easily remember the gold showered on Dumas, *pere*, when *Henri II*, *Anthony* and *Tour de Nesle* scored their hits. So then the desire for immediate wealth prompted him to write his dramatic works.

But while this is true, they must not be considered an immature offspring of his tender years. When Balzac was very young he wrote a high-flown, lugubrious tragedy with the dignified, yet somewhat prosaic name of "*Cromwell*." This very justly never saw light, though it served to convince his parents that his past was a failure and his future a haze of un-

certainty. The plays eventually published in his collected edition were constructed in the hey-day of his genius, that is, between 1838 and 1850. And these plays, now very admirably translated into English, and prepared with explanatory notes by E. de Valcourt-Vermont, have all been interpreted by competent actors upon the Parisian stage. Hence they deserve notice as they are part of dramatic literature, but mainly because they were written by Honore de Balzac.

Balzac had just finished that pathetic little story of *Pierrette*, when, on March 14, 1842, at the Theatre de la Porte St. Martin, he produced his first drama. The well-known actor, Frederick Lemaitre, assumed the title role thoroughly believing in the play's success. The plot of *Vautrin* is entirely original with Balzac, though he borrows the main idea and the principal character from the novels. Vautrin, it will be recalled, is the famous galley-convict, Jacques Collin, who figures so conspicuously in *Pere Goriot* and *Les Illusions Perdues*. And in the fourth part of the latter novel is found the rather starting plot of this drama. The polished Lucien de Rubempre, who is Vautrin's instrument of revenge against society, has in *Vautrin* become Raoul de Frescas much toned down and more honest. Vautrin himself is different, though his egotistic assurance of his own power, his cynical contempt for the world and his marvellous knowledge of human nature is much the same. Indeed, the strength of the play lies as much in this accurate and life-like character-drawing as in the unusual brilliancy of the dialogue. Balzac casts epigrams over the entire play with a prodigal hand, and they, rather than the plot or the people, come home to the reader. For the drama itself is clumsily constructed, and that which in the novel is at least plausible, becomes decidedly improbable on the stage. It is interesting to note Balzac's own opinion of it, which he advances in a letter written to Madame Hanska during February, 1840; ". . . I despaired of it ten days ago; I thought the play stupid, and I was right. I wrote it all over again, and I now think it passable. But it will always be a poor play. I have yielded to the desire to put a romantic

figure on the scene, and I did wrong." It is impossible to record the opinion of the critics upon the play, for it only ran one night. Lemaitre, as the disguised Spanish Ambassador, dressed the part, consciously or unconsciously, in the character of Louis Philippe. and of course, the play was prohibited. Through the kindness of Victor Hugo, the government offered to reimburse Balzac, but his sense of honor forbade this unless all those concerned were compensated as well. It reflects nothing upon the great writer to-day that this failure was a grievous disappointment.

Perhaps it may be well to mention that Balzac projected many plays which were never produced. There were a considerable number of these, but reference to two will suffice. In his letters to the woman who afterwards became his wife, he makes continual reference to a play "*Richard Coeur d'Eponge*," a hint as to its subject-matter is given in another letter. "Frederick Lemaitre rejected my drama, saying that *paternity* was a selfish sentiment which had little chance of success with the masses." He afterwards revised this, but evidently Richard's anatomy lacked heart, for nothing ever came of it. A later attempt, and one in which he placed a great deal of faith, was baptized "*Le Mariage de Mademoiselle Prudhomme*." He writes to Madame Hanska that "the comedy has been in my head for ten years, recast, etc. . . . Now it is about to come to the surface, new and vulgar, grand and simple. I am delighted with it and foresee a great success." This was to be a keen satire on manners and morals besides projecting the outlines of the *bourgeois*. Although the play was never produced nor published, the rough draft of the plot furnished by Balzac in his correspondence indicates its dramatic topography. The situations are either strained in a high degree or prove to be clap-trap of the most pronounced invention. Still the characters betray the moulding hand of a master-builder. And the idea of Balzac's earnestness permeates the entire scenario. We will pardon him if people are tortured, and if the *deus ex machina* is the sudden and somewhat proverbially-acquired wealth.

Balzac was poor, hence his offspring inherited wealth.

From these we turn to *Les Ressources de Quinola*, produced at le Royal Theatre, March 19, 1842. This was a deservedly crushing failure, for its plot is absurd and miserably constructed. It is useful to note that four well-known literary names, as Balzac writes to his mother, "Victor Hugo, Lamartine, Madam de Girardin and Leon Gozlan, were the only ones who defended it." This failure left him more depressed than ever, and soon after he wrote *Albert Savarus*, the story of a man's love through passionate effort and great defeat." Another collection of scenes was tested at le Theatre de la Gaite, Sept. 26, 1843, and found wanting. Balzac took little interest in *Pamela Giraud*, for on its initial production he was in Russia visiting Madame Hanska. Because of his absence there is little trace of any statements concerning it in his letters. The play is laid during the conspiracy to place *L'Aiglon* on the throne of France. One or two scenes are well constructed and really dramatic, but the rest of the play is deadly dull. It is strange that during these two years his work should have been of such little merit. Yet he wrote the immortal "*avant-propos de la Comedie Humaine*," and the interesting if somewhat inartistic *Un Menage de Garcon* at this time. But these two miserable plays show from what depths he soared when he wrote the powerful *Cousin Bette* or the heart-rending *Eugenie Grandet*.

Fifty years ago the influence of Scribe and his followers was all powerful. The art of constructing a drama was reduced to a science; one has only to look at *La Bataille de Dames* to realize the state of perfection this was brought to. But the plays lacked heart, and Scribe himself has left no immortal character. He was, as Brander Matthews says, "a play-maker of consummate skill, not the maker of character." Nor had he any philosophy of life as his contemporary, Emile Augier—the poet of the home. Dumas, *fils*, was serving to the public at this time the now perennial *Dame aux Camelias*, and in all probability Balzac knew of its projected dramatization. In

1848, Augier produced his magnificently poetic *L' Aventuriere*. But *form* was the great thing to these men, and this was just what Balzac lacked. He, however, anticipated his age somewhat by producing in 1848—at the Theatre Historique—*La Marâtre*. The social drama of this *genre* was later perfected in *Le Fils Naturel* and *Le Demi Monde* of Dumas, as well as by Augier in *Le Gendre de M. Poirier* and *Gabrielle*. This play, to revert, merits attention, because Balzac not only presents a social problem but he also utilizes the pitiless logic so characteristic of that “dramatist’s dramatist”—Henrik Ibsen.

The situation by no means seems novel to us who are accustomed to all degrees of physical and mental contortions in our modern gymnastic playwrights, but it is none the less worked out with considerable skill. A young woman who can not be united with her lover because of certain difficulties, resolves to marry an old Napoleonic General for his money. In order to have the lover near, she succeeds in having him appointed head of her husband’s factory. Of course, he becomes the usual friend of the family. But the General does not leave this life and its goods; instead he lives on, while the young lover proceeds to fall in love with his charming daughter. Hence “the step-mother” discovers herself to be in love with a man who has proved false to her. It will be seen that the dramatic situation is very well drawn, and, it must be confessed, for three acts Balzac not only regards stage technique, but succeeds in presenting this problem in an absorbing manner. Gertrude, the wife, is not portrayed with the same skill that breathed immortality into *The Second Mrs. Tanqueray*; but she is a live person. In spite of her cruelty and her unfaithfulness, we are moved to pity when she tries to break down the forbidding barriers with her feeble hand. Yet she has violated the social law—and this desecration for Balzac always signifies destruction. This is why Balzac is never immoral or un-moral. But the means of bringing about this *denouement* are trivial and absurdly childish. Indeed, the play becomes very insipid in the end, and resembles the concoction of

poisons and firebrands found in *Pamela Giraud* and *Les Ressources de Quinola*. Besides this very bad ending, the play lacks humor—Balzac only had a grim kind anyway—and has the fault of containing too many episodes. But the drama is worth reading for its first three acts. In the hands of a competent actress the role of Gertrude would be an interesting study. At any rate, one feels the heart-beat and blood in this play.

This was the last play Balzac himself produced. A little later his marriage took place, and he with Madam Hanska returned to Paris. He had lifted himself in the face of spectral shadows, by intense suffering and by incessant work, into the glittering light of fortune and fame. But the fates decreed him only a little while to live—a few brief hours at the end of a great day’s work. He died on August 18, 1850, “having dug his grave with his pen.” He was buried in Pere-la-Chaise. His name is his epitaph—“the single name that tells all and makes the passer dream.” His reputation resounded over the whole of Europe, for outside of France he was no mere exotic luxury. He desired to be loved and to be famous; after years of toil, he obtained both of his life-long wishes from the fairy as he was about to cross the threshold of another life. After his death, numerous unpublished essays were dusted and submitted to the public. But to this day his critical work is neglected. Then came his comedy, *Mercadet*, upon which he had labored spasmodically for many years. *Les Petits Bourgeois* and *Le Depute d’ Arcis* were some posthumous chapters in *La Comedie Humaine*. It is upon this one comedy that Balzac can lay any claims as a dramatic artist. This was the first presented at the Theatre de Gymnase Dramatique, on August 24, 1851. In 1869, in a three-act version, it was added to the *repertoire* of the Comedie Francaise—“the proud and severe guardian of Gallic stage traditions.” The play was revived a few years ago with M. de Ferandy in the title role originally created by Geoffroy.

Mercadet, a speculator and company promoter, who is supposed to be very rich, has been ruined by the flight of his partner, Godeau, in whom he had the

greatest confidence. He makes a strong effort to maintain his credit, and almost succeeds—thanks to his ingenious inventions. Indeed, the first act and the scenes representing his meetings with his creditors are very clever. He is at equal ease with a philosophical Gobseck or an ordinary money-lender. He tries to get out of his difficulties by marrying his daughter to a noble, who is also ruined, but manages to hide the fact in the belief that Mercadet is rich. When they discover that their poverty is a mutual friend, they do not lose their wits; on the contrary, they use them in a new scheme. The gentleman is to pass himself off as Godeau, come back from America wealthy, and Mercadet, thus recovering his credit, will be able to find his feet again. But Godeau, on the wings of a *deus ex machina*, actually returns home and brings a fortune. Mercadet, of course, is considered a very honorable member of the human race. On the surface this may appear as a successive number of comical situations, but the play is far more than this. It is a cynical protest against modern business methods. Mercadet and the firm of Nucinger, so conspicuous in *La Comedie Humaine*, are the best examples of Balzac's insight into the business principles of Paris. Perhaps they are not very different from those of the day. The character of Mercadet deserves to take place with Balzac's egotistical Eugene de Rastignac, the ambitious little-souled Cesar Birrotteau or the pathetic figure of Cousin Pons. Mercadet is the only character in his plays worthy of a place beside these immortal characters. It is a compliment to the play that so admirable a *connoisseur* as George Henry Lewes should have made an English version of it.

A man is always judged by his best work: the brilliancy of his genius often dims his other talents. Balzac was no exception to the rule; he was the greatest novelist of his age and incidentally about the poorest dramatist. For only in *Mercadet* and in individual scenes did his

plays rise to dramatic power. Yet he possessed a dramatic sense in the highest degree. One has only to read the opening scene in *La Duchesse de Langeais* or the ending of *La Grande Breteche* to see this. Still he had to learn to write novels, and perhaps had life been granted him his indomitable will would have conquered on the stage. His last plays show that he conforms more to stage conventions. He had created a new specimen of realistic writing in his document of humanity; perhaps he might have led the drama along some new path. This is a speculation. A man can never do better than everybody till he has done as well as everybody. Balzac, by comparison with his brilliant contemporaries, was a failure as a dramatist—in its strict meaning. Yet his plays are not uninteresting, because of their brilliant dialogue and the cynical epigrams on every page. The earlier dramas are superficial in feeling, for they contain a thunder-storm of loud rolling mock-heroics and linguistic pyrotechnics. His plots are exaggerated in scenes and impossible both on the score of theatric and of human probability. Balzac, in his novels, indulges in episodes—often interesting but not dramatic; indeed, these at times partake of a didactic and preachy tendency—the best narcotic that can be offered to a theatre-goer or reader. While he continually condemns the thirst for gold, yet his plays have no fundamental philosophy as the pyramidal *Comedie Humaine*. It is upon this gigantic literary monument, then, that one must read Balzac's place in literature, for his plays dwindle into insignificance when in the presence of "the greatest achievement of literature."

This Napoleon of literature, as Bourget would say, had a greater canvass than the stage; he had France; upon its seared battle-fields, in and about the Provincial towns, upon the smooth or cobbled pavements of the variegated Paris he was re-creating a society. The name of Balzac does not recall a dramatist; for, you see, he was the author of *La Comedie Humaine*.

THE SPREAD OF HIGHER EDUCATION

The endowment of the general education board recently with a sum sufficient to bring its resources up to \$43,000,000 raises some interesting questions. The income of this immense amount is largely to be applied to the promotion of higher education in this country. It is probable that the added facilities provided for this branch will result in a constantly increasing percentage of highly trained men.

What will the effect be upon the life of the nation? Will college training still be looked upon by most of those who come from the so-called lower walks of life and from the farm as a stepping-stone to some professional employment? If so, will the professional ranks become even more crowded than some of them are now? Or will those who have toiled and saved in order to obtain the coveted education take up agricultural pursuits and utilize their culture in cultivating the soil and improving the life of the small community of which they are a part? What effect will a growing percentage of college-trained men have upon the political life of the nation?

Will it mean more independent votes or a more highly organized machine and shrewder bosses to lead the naturalized citizen in paths which are dark? Will higher education be considered in the future more than it has been in the past in America a means to culture rather than an investment? There is a growing tendency at the present time on the part of the business man to enter business and the business world is looking for him.

College-bred women, too, are becoming a factor in American life. They evidently are to be a force for culture, for five-sixths of them are taking the classical courses.

With the growing wealth of the country interest in higher education is finding wider concrete expression. The colleges and other institutions are growing wealthier and the number of students seeking admission to the courts of wisdom and good fellowship is increasing

year by year. In 1901 there were 647 universities, colleges and professional and technical schools in the United States. Of these 437 bore the title, if not always the substance, of university or college. Men to the number of 75,472 and women in numbers 27,879 were then burning the midnight oil in search of learning.

This represented an increase of 68 per cent for men and 159 per cent for women in the course of a decade. At that time the property possessed by the 473 institutions was valued at \$391,230,784, of which \$177,000,000 was in permanent endowment. The total income was \$33,359,612, with benefactions of \$18,060,413.

In 1904 the property owned by the institutions for higher education was valued at \$465,216,545, a gain of almost \$33,000,000 over the amount for the preceding year. The permanent endowments amounted to \$206,565,108, or enough to pay nearly two-fifths of the operating expenses of the United States government for one year. Excluding benefactions, the sum of \$40,329,193 was spent on the higher education of the maturing youth of the land. This sum, however, was hardly more than one-third of the amount spent by Uncle Sam on his navy last year and only about one-half of the cost of his army. It was about \$15,000,000 more than New York City spent on its public school system.

The United States commissioner of education indicated in his last report, which is for the year 1903-04, that in that school year an army of 128,761 students was encamped in and about the institutions of higher education, arming and drilling themselves for the battle of life. This army is more than twice the size of that which by force of arms quenches the savage spirit of the perfidious Pulajanes, mollifies the Moros, returns the redskin to his ranch and helps the Cuban to control his country.

Almost a third of this army of students were women. In the 313 universities and colleges open to women as well

as men there were 22,839 women fitting themselves to be the equals in knowledge of the brothers at their side. In the colleges whose doors were open for the reception of the "better half" of the human race alone there were 16,638 students.

Today one in every 122 young men and women between the ages of fifteen and twenty-five in this country who might be engaged in studying the higher branches is so engaged.

One in every 139 men between these ages is in a college, professional school or a technical institution, such as a school of mining engineering. As for woman-kind, one in every 585 of her sex of that age is struggling with the perversities of college courses or preparing to enter a profession. The total number in the collegiate, graduate and professional departments is 137,173, a gain of 8,412 since 1904.

One effect of the liberty of opportunity, which Governor Hughes of New York declared on Washington's birthday at Ann Arbor, Mich., to be the leading American idea, is illustrated by a comparison of the proportion of Americans with other nationalities in schools of higher education. While it is difficult to secure exact figures of this character regarding other countries, yet, based on those available, it is evident that no country in the world equals the United States in the ambition of its people to secure a college degree.

By a conservative estimate there are 450,000 living alumni of American universities and colleges. Out of every 177 persons—men, women and children—one may meet upon the street, one of them has taken a college degree. Based on the divisions of the population according to age made by the ubiquitous census taker in 1900, one in every eighty-one persons over twenty-five years of age in the land of opportunity has passed through the portals of a degree-giving institution.

A fact which will be surprising to some easterners is that the people of the middle west are ahead of them in the matter of

average education. The rate of illiteracy in cities of 25,000 or over in northern Atlantic states, which include New England, New York, New Jersey and Pennsylvania, was at the date of the last national census 5.8 per cent and outside the cities 7.3 per cent. In the north central states, which include Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North and South Dakota, Nebraska and Kansas, the percentages were 3.3 and 4.6 respectively.

In the former division there are eighty-seven universities and colleges, with 29,995 undergraduates and 3,003 graduate student, while in the latter there are 187 institutions of this character, with 40,537 undergraduates and 2,827 graduate students. An interesting side-light on higher education in the middle west is shown in the fact that of the 32,998 students in the eastern institutions only 3,792 are women, while of the 43,354 in those of the middle west 15,470 are women.

There are more women in the colleges of this group of states than in all the other groups of the country combined. The average standard of the eastern college is probably higher than that of the western. It will not be long before the colleges of the middle western states take the lead in numbers of matriculants, if one may be guided by some recent figures.

The universities having over 4,000 are as follows: Harvard, 5,343; University of Chicago, 5,079; University of Michigan, 4,800; Columbia University, 4,643, and University of Minnesota, 4,025. Columbia was second two years ago, following Harvard. At the rate of gain which the middle western colleges are making it is expected that soon they will lead even Harvard, as they have taken precedence over the other older eastern colleges.

Not a state or a territory in the union is without a collegiate institution, and Oklahoma, which is one of the last sections of the United States to be opened for settlement, has two universities, four sectarian colleges and other institutions for higher education.

GENERAL COLLEGE NEWS

Webster Hall and two dormitories, at Dartmouth, which were started last year, are now nearly completed. These two dormitories are necessary to complete Fayerweather Row and the College Yard. They stand one north and one south of Fayerweather Hall, and are constructed of red brick, three stories high. The new structures afford accommodations for a hundred men, and bring the total capacity of the college buildings to about 800. They are to be known as North and South Fayerweather.

Webster Hall is situated at the northeast corner of the college green. It has an auditorium arranged especially for academic occasions, and capable of seating about 1,600 persons.

* * *

Work on the new combined college for women to be erected at Montgomery, by the Methodists of Alabama, will start in September, and it is believed the school will be open for students within one year.

The movement contemplates the consolidation of the two girls' colleges and the two boys' colleges of the Alabama conference, into two great colleges, one for boys at Birmingham, and the other for girls at Montgomery. On these two educational centers, the Methodists of Alabama will concentrate their strength. There will be no other colleges receiving the support of the denomination in Alabama. The Tuskegee College will be consolidated with the Athens College for the Montgomery institution and the Southern University at Greensboro will be consolidated with the Birmingham College at Birmingham.

* * *

It has been definitely decided to use Barrett Hall at Amherst next year as a modern language building. It was the old gymnasium, and recently underwent renovation at a cost of \$6,600. The German department will occupy the lower floor and the romance department the upper floor. Six new recitation-rooms and two clubrooms will be added to the

college equipment. The old German clubroom in Hitchcock Hall will be used as the headquarters of the Student, the undergraduate publication, which, starting in September, will appear semiweekly instead of weekly.

* * *

Announcement has been made that a \$40,000 science hall will be constructed at once on the grounds of the Central University of Kentucky, Danville, to be called Young Memorial Hall. During the summer work will also begin on two other college buildings—a dormitory, at a cost of \$30,000 and the \$30,000 Carnegie library. All these buildings will be ready for occupancy by September, 1908.

* * *

Plans are being drawn for the buildings of Henry Kendall College, which was recently ordered moved from Muskogee to Tulsa by the Synod of Indian Territory of the Presbyterian Church.

In all, eleven buildings will be built, three at once. These will consist of an administration hall and two dormitories for ladies and gentlemen. The three buildings will cost in the neighborhood of \$200,000.

Henry Kendall College will be located on what is known as College Hill, two miles due east of the center of the city on the street car line. The college will have twenty acres. Of this, fifteen acres will be covered with buildings, the remaining five acres to be converted into an athletic field.

The grounds and buildings at Muskogee, conservatively estimated as worth \$25,000, will be sold and the money converted into a productive endowment. The home mission board of the Presbyterian Church has promised financial support for the first four years of the school in its new location.

* * *

The Board of Trustees of the Kentucky State College, Lexington, have appropriated \$7,500 to erect a building for the use of the mining engineering department of the college. This building is ex-

pected to be finished early next fall, and is expected to be a wing of a large building to be devoted to mining engineering, for which the Legislature will be asked to make a handsome appropriation next winter.

* * *

At the annual alumni dinner at Vanderbilt University, held in Nashville last month, Chancellor J. H. Kirkland announced a contribution of \$100,000 from William K. Vanderbilt, grandson of the founder of the university.

* * *

What will be one of the most beautiful and comprehensive institutions in the southwest will be the new New Mexico College of Agriculture and Mechanic Arts at Messila Park, N. M., plans for which are now being prepared. The cost will be over a half million dollars.

At present only about \$50,000 will be expended by the board of regents in starting the institution. Notwithstanding this fact plans for the entire college are now being drawn. The remaining departments will be added from time to time until the whole is completed.

The present buildings will be allowed to stand, but when the new structures are completed that will be torn down. The college as planned will be built entirely around the old administration building and others, and the site now occupied by them will be converted into part of the lawn.

There will be thirteen buildings in the institution as now outlined. They will be built in a semi-circle and will face toward the west, with the administration building in the center. From the administration building west there will be a gradual slope to the El Paso road, a grade of thirty-one feet to the 1,000 feet of grounds being laid out.

* * *

Plans are being drawn for the new engineering building at Rutgers College, N. J., which was made possible by the liberality of Andrew Carnegie. This building will provide needed classrooms and laboratories for the departments of civil, electrical and mechanical engineering, and will contain modern equipment.

It is hoped that the building may be ready for occupancy in the fall of 1908.

* * *

Improvements, amounting to \$226,000, will be begun by the Alabama Polytechnic Institute at Auburn, Ala., at once, according to the statement of one of the members of the faculty of the institution. The improvements will include the building of a new machinery school building, foundry, blacksmith shop, dining hall and \$60,000 library.

The improvements will be made with the appropriation of \$226,000 that was recently made by the Alabama legislature. The new library will be built with an appropriation of \$30,000 and a donation of \$30,000 by Andrew Carnegie.

* * *

The United Norwegian Lutheran Church of America will have two colleges in the State of Washington. One of these will be located at Spokane and one at Everett. The fact that a new college will be built at the last named place was decided at the United church convention last month when the members acted favorably upon a request made by the college association, consisting of a number of United church pastors, who are located on the Pacific coast, for a loan of \$5,000. This college association already has received a number of large subscriptions in the country surrounding Everett, and will be in a position to receive other larger contributions now that the United church has officially sanctioned the movement.

* * *

New plans have been drawn for the new biological and geological building at Amherst. The first plans called for an expenditure in excess of the appropriation. As now arranged the building will have a shorter frontage. Work will begin this summer and the building will be ready for occupancy in the fall of 1908.

* * *

The Board of Trustees of the Albert Lea (Minn.) College for Women have decided to build an addition to the college building, to cost about \$10,000. Nearly all of the money necessary for the building has already been secured.

GENERAL COLLEGE NEWS

The corner stone of the new \$20,000 building for Buckner College, Witcherville, Ark., was laid last month. The institution is conducted by the Baptists of the state. H. W. C. Ainsly was elected as President for the coming year.

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Preliminary plans for the erection of a building in front of the structure now occupied by the Atlanta Bible School, Atlanta, Ga., are rapidly maturing, and the actual work of construction will soon be commenced. The institution will be granted a liberal charter and it is the intention of the founders of the institution to surprise the public with a number of beneficent undertakings in religious and educational work.

* * *

The curators of the University of Missouri have taken over the property of Barnes University, St. Louis, and hereafter that institution will be known as the medical department of the State University. The property of Barnes University, including Centenary Hospital, is given to the state without incumbrance. It represents an assessed valuation of \$350,000.

* * *

During the recent commencement exercises of the Mississippi T. an I. College, a negro school located in Holly Springs, Miss., \$3,500 was raised for the dormitory fund. This annex, which is in course of construction, will be called the J. D. Hammond hall, and will cost \$15,000. The entire sum will be ready when the fall term opens.

* * *

The endowments of Kalamazoo College, Kalamazoo, Mich., have been increased by the general board to the extent of \$25,000 with the condition that the institution raise an additional \$75,000.

In speaking of the appropriation Dr. A. Gaylord Slocum, president of the college, said: "Kalamazoo College has felt the need of more endowment to extend the work of different departments, and add to the appliances, and for more than two years a movement has been under way to increase the endowment, and

pledges of several thousand dollars had been secured before the gift was made by the general educational board. When it became evident that the total amount needed could not be furnished by the friends of the college in the state, a careful investigation was made by the general board and the appropriation was the result."

It is believed that the full amount can be secured within the limit, which is one year.

* * *

The Texas Baptist Education Commission voted to foster a college at Tyler, provided its citizens would contribute not less than \$50,000 in cash, twenty acres of desirable land and would close up all negotiations satisfactorily to the executive committee not later than July 15. The proposed college will do the first two years of collegiate, and it is proposed to put it in operation by September 1, 1908.

* * *

At the 54th commencement of Westminster College, Fulton, Mo., the new residence for the president was opened with a reception by President and Mrs. Kerr.

President Kerr announced the completion of the subscription of \$100,000 by the Presbyterians of St. Louis to the endowment and building funds of the college, and conditional expectation that \$50,000 would be added to this amount.

The trustees announced their purpose at as early a date as possible to erect a \$50,000 engineering building and a \$25,000 power and heating plant, and another dormitory.

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The Board of Regents of the State University of North Dakota have let contracts for the building of the School of Mines, to cost \$20,000, a Library building to cost \$25,000, and a gymnasium to cost \$20,000.

* * *

Hargrove College, Ardmore, I. T., is advertising for bids for the erection of a new dormitory to be completed by September 1st.

Dr. Child, financial agent of Wofford College, Spartanburg, S. C., has announced that the \$100,000 has been raised which was necessary to secure the \$25,000 offered by the General Educational Board.

According to the terms of the General Educational Board, the friends of Wofford were to raise an endowment of \$100,000 and \$25,000 would be added. Following this offer Andrew Carnegie offered \$20,000 to be used toward the building of a library provided an additional \$10,000 or \$110,000 in all be added. The full amount required by the General Educational Board has been raised and \$3,000 additional. The \$25,000 will probably be paid over by the board this summer. \$7,000 yet remains to be raised before the Carnegie donation is secured, but Dr. Child believes he will have no difficulty in this.

The endowment money will be invested where it will bring the greatest return for the college.

* * *

Austin College, Sherman, Texas, is constructing a new dormitory building. This building is to be two stories and basement, 110x150, and to cost when completed and furnished about \$35,000. Up to this time \$22,000 has been raised, all the work that has been done has been paid for, and there is yet a balance on hand to meet running expenses. The building will accommodate about 114 men, and it is thought that it will be only a very short time until the building will be filled and it will be necessary to duplicate it on the opposite corner of the campus.

Owing to a scarcity of workmen and a lack of material, work has been suspended on the Students' Y. M. C. A. Hall, a \$15,000 building which is to be erected just north of the college and on the campus. The basement walls are complete, and the swimming pool has been dug. As this is a smaller building, it is thought it will not take a great while to complete it, and work will be begun on it within a few weeks. Students are in the field this summer in the interests of this building.

It is thought both buildings will be

ready by the opening of the fall term, unless there are unexpected delays.

* * *

Extensive improvements are to be made in Hendrix College, Conway, Ark. Its debt has been reduced to \$26,000, and it has a productive endowment of \$139,000. A science hall is to be built at once.

* * *

The University of Colorado is richer by \$400,000 through the death of a wealthy Boulder citizen, who bequeathed that amount to the institution for a building. He did not make it a condition that the edifice be named for him or place any other restriction on his bequest, simply stating that the residue of his estate, which will amount to about \$400,000, be given to the regents to "erect such proper building as they may deem best." Andrew J. Mackey is the name of the institution's benefactor.

The law department has long wanted a building of its own, and it will probably endeavor to secure one from this fund.

It is further reported that Senator Guggenheim would give \$100,000 to the university. Senator Guggenheim has already given \$50,000 to the State School of Mines at Golden.

* * *

At a meeting of the trustees of Columbia University on June 3 it was announced that \$430,000 had been contributed anonymously toward the cost of Kent Hall, the new building for the schools of Law and Political Science.

* * *

The Board of Directors of Franklin College (Ind.) have awarded the contract for a girls' dormitory to cost \$35,000. The building will accommodate about one hundred girls. It will be 65 feet by 159 feet and will be three stories in height, with a basement under the entire building. It will be of brick with stone trimmings, and will have a slate roof.

In addition to letting the contract for the girls' dormitory, the board ordered the appropriation of \$15,000 for the erection of a gymnasium building,

GENERAL COLLEGE NEWS.

75x125 feet, provided that the people of the city of Franklin and Johnson county subscribe \$10,000 for a heating plant for the entire college colony. It is the wish to have the gymnasium so arranged that it will have a seating capacity of about 1,600.

* * *

At the general assembly of the Presbyterian Church in Canada last month, it was reported that Queen's University, Kingston, had so far received \$271,000 of the endowment fund of \$400,000. Andrew Carnegie has promised that as soon as the fund reaches the latter amount he will complete the half-million dollars, and an extra effort is to be made to secure the gift. There are 1,139 students enrolled at the university, which is double the number of ten years ago, and 97 more than last year.

* * *

Nannie H. Burroughs, colored, secretary of the National Baptist Colored Women's Convention, and sometimes called the female Booker T. Washington, has closed a deal with real estate men of Washington, D. C., to purchase a large tract of land for the erection of a national training school for women. The promoter has traveled in the South and East for several months in the interest of the proposed school, and last month forwarded a check for \$6,000, as part payment on a building located at Lincoln Heights, Washington, D. C. The school will be devoted to the industrious and religious training of young colored women coming from all over the country.

* * *

Capt. George L. Byroade, U. S. A., and Prof. Henry Delmont Abels, have leased from the University of Chicago for a term of ten years, the buildings of the Morgan Park Academy. The institution will be opened again in the fall, and will continue to be known as the Morgan Park Academy. The school will henceforth be conducted as a military school.

* * *

So good are the prospects reported for the early completion of the \$200,000 fund

with which the George Washington University trustees expect to purchase a new site, that it was announced by Prof. Mitchell Carroll, chairman of the building and endowment fund, that it was probable a definite decision would be made by November 1. The amount of local subscriptions to the fund has reached \$147,075.20, with about \$15,000 more promised under conditions, making the total about \$162,000. Dr. Richard D. Harlan, special representative of the university movement, announced subscription of \$2,500 from John E. Parsons of New York.

* * *

Dr. D. K. Pearsons of Chicago, who a few years ago gave \$50,000 towards the Fargo (N. D.) College endowment fund, has pledged \$20,000 for additional endowment and buildings.

This sum, with other gifts in hand and money now being raised meets the conditional offer of Andrew Carnegie to give \$15,000 for a library building and insures its speedy construction. It also assures the completion of Dill Hall, the exterior of which was practically completed last year. It is expected that construction work will soon be commenced and that both buildings will be completed before winter.

* * *

The recent State Legislature appropriated \$100,000 for the University of Tennessee during the ensuing two years. Of the \$100,000 total, \$10,000 or \$5,000 per annum is to be used for co-operative agricultural experiments in Middle Tennessee.

* * *

Andrew Carnegie has offered Augustana College, Rock Island, Ill., \$20,000 to apply to its endowment fund, provided the college raises \$80,000 additional. Augustana synod, in behalf of the college, is raising \$250,000 for the endowment fund, to be completed by the time of the semi-centennial of the college in 1910.

The college also received last month 20,000 kronen, \$5,291.01 in United States money, from Consul Oscar Ekman, Swedish philanthropist, the gift having been ordered on his deathbed.

At the alumni dinner of the Union College on June 11, Dr. Alexander, President of the Alumni, announced a provisional gift of \$100,000 from the general education board fund, on condition that an equal amount be raised.

* * *

The Kansas City Veterinary College, Kansas City, Mo., will soon commence the construction of a two-story brick building. The area will be 49x110 and it will cost \$12,000.

* * *

Harvard University has received a gift of \$50,000 for the establishment of a new professorship to be known as the Walter August Lecompte Professorship of Otology.

* * *

A gift of \$45,000 to Buchtel College, Akron, Ohio, was announced at the commencement, the condition of the gift being that the donor's name should be withheld. He is from the East. The money will be added to a fund of \$50,000, half of which has been given to the college by Andrew Carnegie.

* * *

Free instruction for children in cooking and sewing and a course of ten lessons in cutting, fitting and advanced dressmaking will be given by the Pascal Institute, Boston, in July and August as the result of a gift of \$1,000 by Mrs. Russell Sage. Mrs. Sage became interested in the vacation classes of the Institute last summer. She also sent the Institute a check for \$1,700 in May to pay the rent for one year. The regular school term of the Pascal Institute closes July 1. Since September last 250 pupils have received instruction in the various departments of the domestic arts and sciences.

* * *

At the commencement exercises of Muhlenberg College, Allentown, Pa., President Haas announced a donation of \$40,000 from ex-Mayor Charles A. Schieren of Brooklyn, a trustee, the income to be applied to educating young men for the Lutheran ministry.

The name of the U. S. Grant University, located at Chattanooga, Tenn., has been changed by the board of trustees to the University of Chattanooga.

* * *

At the close of the celebration of the fiftieth anniversary of the founding of Lenox College, Hopkinton, Iowa, as the result of a movement among the members of the board of trustees and the Alumni, \$8,000 was added to the endowment fund. This raises the subscription toward the special memorial fund to nearly \$60,000 and, together with the remarkable enthusiasm awakened among the friends of the institution, insures the securing of the entire amount, \$100,000.

* * *

Hammond Hall, the new Yale metallurgical laboratory, was completed on June 11. The Sheffield Scientific School now has the only complete concentrating plant of its kind in the country.

The laboratory was presented to Yale two years ago by John Hays Hammond, the former South African mining engineer. Mr. Hammond is at the head of the Department of Mining Engineering at Yale.

* * *

The German College of southwestern Nebraska will be located at Sterling. It will be conducted under the direction of the Lutheran synod of Iowa. A building will be erected costing \$25,000. The village will donate ten acres of ground and \$7,000.

* * *

At the one hundred and thirty-eighth commencement of Dartmouth College 220 received degrees. The class was the largest ever graduated. Williams College sent out a class of ninety-eight, the largest it ever graduated.

* * *

Over 400 members of the Chicago Alumni Association of Valparaiso University (Ind.), made their annual pilgrimage to their alma mater last month, and with hundreds of the citizens gathered at the college auditorium presented a \$5,000 pipe organ to the university.

AROUND THE CAMPUS

The College of Engineering of the University of Illinois has recently established a regulation that all freshmen and sophomore engineering students shall do a prescribed amount of nonprofessional reading the first and second summer vacations. This has been done because the engineering courses are made up almost wholly of technical subjects; and therefore the students are likely to overlook the importance of an acquaintance with literature, history and general science.

* * *

Francis J. Rochford of Newton Lower Falls, Mass., totally blind, is to graduate at Bates College with the highest honors. He is twenty-four years of age. Blind from birth, he early decided to educate himself in a manner that would enable him to be self-supporting. He entered the Kindergarten for the Blind in Jamaica Plain, and after studying there enrolled at the Perkins Institution. He enrolled at Bates College, and during his four years there has passed every examination with a mark of A or B. He is especially proficient in Latin and Greek, as he has devoted a great deal of time to the study of these languages. On leaving college he intends to devote his time to tutoring or teaching. He is an accomplished musician, performing equally well on the piano or clarinet. In college he has been a leading member of the Eurosophia Society.

* * *

A feature of the class day of the seniors at Northwestern University was the donation of \$5 by each of 139 members of the class, and a promise made by each member to give \$5 annually toward a fund to be used for paying the interest on a prospective loan for the establishment of a gymnasium in connection with the university.

* * *

For the first time in the seventy-eight years of its existence the Illinois College commencement exercises at Jacksonville, Ill., will have a woman as salutatorian at the exercises. President Rammel-

kamp announced that \$60,000 had been raised and obligations to claim \$50,000 offered by Andrew Carnegie had been met, with \$10,000 to spare.

* * *

Elihu Root, Secretary of State, attended the commencement exercises of Hamilton College, Clinton N. Y. of which he is a trustee leading the college procession with President Stryker. At the alumni dinner he had a warm reception. Mr. Root said in part: "I am a great believer in the benefits of college fraternities. The influence of the upper classmen has saved many young fellows from going wrong. The fraternities have done what the professors could not do. They are necessary for the usefulness of the college."

* * *

Harvard alumni, cherishing the memory of the alma mater, have undertaken a unique method of perpetuating old associations. It will take the form of a bronze medal, bearing upon one side a bas-relief portrait of President Eliot, and upon the reverse the Johnson gate, with Harvard Hall in the background. To F. A. Delano, class of '85, president of the Wabash Railroad, an overseer of Harvard University, and a prominent though unofficial member of the Chicago Harvard Club, is credited the initiative in this plan. Associated with him is Henry Walters of the class of '74. An arrangement was made a little over a year ago with Leon Deschamps, the distinguished French medalist, to prepare the dies and strike off 2,000 of these medals. It is proposed to sell these medals to graduates, officers and students of Harvard at \$5 each, a price that will approximately cover the bare cost of production and importation. If more than 2,000 are needed, fresh dies can be made from the original plaque and additional medals struck off.

The idea originated in the proposal made two years ago at the meeting in St. Louis of the Associated Harvard Clubs to have a portrait of President

Eliot painted. The matter was taken up and a subscription started. Though it eventually was merged with a subscription being made at Cambridge, the West can claim credit for originating the plan. The portrait is being painted by Sargent.

While the matter was under discussion it occurred to Mr. Delano and other alumni that a portrait of President Eliot that each member could own individually would prove valuable to Harvardites. The medals will be on sale in Boston, New York and Chicago.

* * *

A novel entry in the statistics of the Yale graduating class was the question: "How many men (in the class) do you not know personally?" Two hundred and eighty men answered the question, and their replies show an average of a little more than fifty-eight men not known personally in a class of approximately 342 men. Thus, on an average, each man was acquainted with about one-sixth of his class, in striking contrast with the earlier and smaller Yale classes, in which each man knew all his classmates personally, if not intimately.

* * *

A novel course, to be given in the summer school, has been announced by the New York University. It is designed to train men and women to become supervisors of manual training for cities or educational systems. It will not seek to train teachers of manual training merely. Dr. James Parton Haney, director of manual training in the public schools, will have charge of the course.

* * *

A legacy left Princeton by the class reunions at commencement time is a set of rules regulating in some ways the management of the class headquarters. The rules adopted at a meeting of the Class Officers' Association were as follows:

"Admission to class headquarters will be restricted to those having personal cards of invitation, properly signed and non-transferable, or to those who are accompanied by a member of the class holding the reunion.

"Members of the graduating class are

to be considered as graduates and will be admitted to the headquarters of all classes holding reunions upon invitation only.

"Juniors, sophomores and freshmen will not be admitted to headquarters under any circumstances."

It was also recommended that on the Sunday of commencement the attendance at reunion headquarters be restricted to the members of the respective classes holding such reunions, that headquarters be not opened at all before 3 o'clock in the afternoon, and that there be no band-playing, vaudeville or similar entertainments at any time during the day.

* * *

The Yale class of 1872, which, at the last commencement, held its thirty-fifth reunion, raised \$6,000 as a gift to the University Library. Just before the graduation the class raised a fund of \$2,500 for the library, to which the new fund will be added, with one small exception, this being the only university fund that stands in the name of a class. The class at graduation, with 129 members, was the largest up to that time. Ninety-three members survive.

* * *

Seven men will be graduated this year from the Department of Forestry at Harvard, out of the forty students registered. This is the third year since the department was established with a full curriculum. Last year only three men were graduated.

* * *

When Harry T. Cox enters Harvard University next fall he will live in the same room on the yard which his father, Professor Henry J. Cox, had when he was an undergraduate. So far as can be discovered from the confessions of the old alumni, this is the first instance known where a boy has gone back to the room where his father studied and slept before him.

"It isn't an easy matter to get a room on the yard now," said Professor Cox. "The students are so many that applications have to be made long ahead. When I applied for my son I gave as first choice 15 Gray's, for the reason that that

was my room when I was in Harvard. I didn't have much hope of getting it, but I was pleasantly surprised. I told a number of friends at the University Club about it, and none of them ever had heard of such a case before."

* * *

The university congress which is inaugurated at the George Washington University during the summer season, is modeled on the lines of the National Congress, and is devoted to the training of students in oratory, logic, and debate.

* * *

The freshman class at Amherst adopted resolutions which will restrict to a certain degree the hazing next fall of the class of 1911. The chapel rush on the opening day of college will be done away with. The class singing after senior chapel has also been abolished by the faculty. This bit of news has caused more comment and unfavorable criticism of the authorities than any announcement in the history of the present undergraduates at least. The apparent reason for this demand of the unconditional surrender of student rights is that members of the department of instruction frequently have their "feelings" hurt when the graduating class voice their straightforward opinion of the faculty to the tune of a popular air. The student viewpoint of the ceremony is that it is justifiable, so long as it is held in an orderly and gentlemanly fashion.

* * *

The bells composing the university chimes at Cornell will be removed and recast after commencement. The number will be increased from ten to sixteen, making possible a greater variety of tunes, playing in four keys, and bettering the harmony and pitch. As the work will require considerable time, it is possible that there will be no chimes next year, only the large bell, which strikes the hours, remaining in the tower.

* * *

What matters it which won—Harvard or Yale—the sport's the thing, and that was glorious! To the excited partisan, who waves his hat and roars his throat hoarse in the observation train, perhaps flaunting victory rather too obviously be-

fore the eyes of the defeated, what better lesson in true sportsmanship could be taught than the action of the winning crew after it has ceased rowing? The captain raises his hand, and leads a cheer for the losers, which his exhausted men make a final effort to give handsomely.

And this, then, is the moral of New London, the true essence of good sport; to win fairly, to win decisively, and to be magnanimous. No deception, no trickery, and but little luck can decide the outcome of a boat race—true worth is the sole criterion. Whoever wants his blood to run faster than it does in the ordinary humdrum course of the day's work, whoever wants the nobler instincts of his nature to be appealed to, could do far worse than buy a seat in the observation train and witness a Harvard-Yale boat race at New London.—*The Outlook*.

* * *

The *Dartmouth* for 1907-08 will be published semi-weekly. The paper will retain its usual form, but instead of thirty issues as at present, there will be sixty.

* * *

The graduating class at the University of Illinois this year added a new custom to the exercises of commencement week by meeting at 8 o'clock on the morning of commencement day for breakfast on the campus. The breakfast was over by 9 o'clock, after which a few prominent members spoke briefly. Then the class assembled by colleges and marched to the armory for the commencement exercises at 9:30.

* * *

Instruction in the sense of humor seems to be an important adjunct of education at Smith College, says *Collier's*. Smith has a slang of its own and a distinctive trick of exaggeration which outdoes the thieves' patter of Princeton and Cornell. When a Smith girl gossips she prefaces her remarks with the request that you "be as the tomb." When she is fatigued or bored she says simply, "I irk," and when a classmate suffers from influenza or headache the Smithsonian hisses tensely, "Hush, my dear, Molly is stricken!" The most commonplace announcement "thrills her to the bosom's

core," and she is "as one stricken with palsy," her "soul stands agape." A Smith College girl stood on an Italian island overlooking the eruption of Vesuvius. The monster was casting his flames to the zenith while the ashes of

destruction hung murkily over the sea. Words could not express the lurid grandeur of the scene until the Smith College girl plucked a gem from her vocabulary. "Vesuv is looking rather natty this morning," she sighed.

WHAT INDIAN CHILDREN ARE TAUGHT

Coupled with the policy of industrial training of Indian children, says the Superintendent of Indian Schools, is a desire to preserve the native handicraft of the Indian. While in the shop it is planned to give each boy a general grasp of the essential principles and practical workings of the mechanical trades, yet the arts of their ancestors are taught when it is found that the children take any delight in those things. Effort is made to maintain the high artistic standards which have made Indian work famous and given it its greatest value. This involves the preserving of the symbolic tribal designs, and the using only of those dyes and materials which have been thoroughly tested by time and use.

Where tribes are represented who are adepts in particular arts, more prominence is given in the schools to instruction in those native industries. Thus in schools having a number of Navahoe or Moqui children, competent training in blanket weaving is provided. Specific instruction is given in stringing the warp upon the hand-made loom, carding and spinning of wool, and dyeing the threads to suit the pattern. The native Indians of the south half of the Navahoe Reservation weave annually more than one hundred and fifty thousand dollars' worth of blankets, and the quality is superior to that formerly made. About one-fourth of the support of these Indians is derived from the sale of Navahoe blankets woven under instruction given in the schools.

Beadwork is taught successfully at the Cheyenne school in Oklahoma, and many articles made there are readily sold. At Chilocco the girls are taught bead and drawn work; at Phoenix, Arizona, girls are taught blanket and basket making and bead work, while at the Pima train-

ing school basketry is taught. At some of the schools, especially in New Mexico, pupils are encouraged in pottery work, and some unique models in vases and jugs have been developed. Lace making and Mexican drawn work receive considerable attention in New Mexico.

These instructions in handicraft are only in keeping with the revival of the arts in America, and their introduction into the curricula of various educational institutions throughout the country.

But industrial training is not subordinated to instruction in the crafts. At the non-reservation training schools, where facilities are ample for giving practical instruction in the trades, the capabilities and aptitude of the pupil along certain lines are carefully noted, and he is given thorough and finished training, that he may be able, if necessary, to follow a particular trade after leaving school. Even in the reservation schools sufficient instruction is given to enable the pupil to build a barn or small house, and do such repair work as is necessary about the farm.

The girls are carefully instructed in general housework. They are taught sewing, plain cooking, butter making, and the care of milk, etc. Cooking is one of the chief accomplishments which an Indian girl needs to make her a successful housekeeper. To secure this, detailed directions and graded sample lessons, correlating cooking with language and number work, are given.

The system of industrial training, coupled with the crafts, is intended to bring civilization to the door of the Indian, rather than to undertake to bring him to civilization; and it is believed that the policy will strengthen the family ties and early sow the seeds of industry and self-reliance.

EDUCATIONAL NEWS IN BRIEF

Prof. Adolf Erman lately reported the progress made on the Dictionary of Egyptology, before the Berlin Academy of Sciences. The material gathered during the last nine years is now ready for editing. The object of the new dictionary is to enable students to translate Egyptian texts without being compelled to depend upon guesswork.

* * *

During the present commencement will be celebrated the seventy-fifth anniversary of the founding of Wabash College, Crawfordsville, Ind. A life of seventy-five years is long for an Indiana College, as the State itself is only ninety-one years old. Indiana, as a State, was thus only sixteen years old when Wabash was established.

* * *

The Iowa State Board of Examiners has decided that certificates issued by the Board to graduates of colleges and normal schools in Iowa hereafter, under the Stookey law, shall bear the information as to the college from which the holder was a graduate. If he is from the University, his certificate will state the fact; and if he be from Iowa College at Grinnell, that fact will be found on the document.

* * *

A circular has been issued by the Harvard Astronomical Observatory showing the progress made in examining the photographic plates of the sky that have been taken at the observatory for the past thirty years. An examination of plates of two regions has led to the discovery of fourteen new variable stars.

* * *

Springfield, Mass., has taken a radical step in regard to the teaching of writing. The supervisorship in this subject is to be abolished. The Board of Education believes that the writing can best be taught in connection with the children's other work, and is anxious to make the experiment.

The suspension of football as an intercollegiate sport in the college of liberal arts of Northwestern University has been followed by an increase in the number of students, according to the annual catalogue of the institution just issued.

In the school of pharmacy, the dental school, the school of music and the academies outside of Evanston, where no restrictions were made, there has been a decrease of over 200 students in the year. The total enrollment for the year is 3,662, of whom 2,485 are in the degree-conferring departments.

A new programme of study is announced, which meets all the requirements for the bachelor's degree and includes two years of engineering instruction. Provision is made also for courses leading to business or public service.

* * *

More than one hundred and fifty women started the Woman's Educational and Improvement Association at the Overbrook School, Philadelphia, on May 24. There was a great deal of enthusiasm and the members all seemed anxious to become a force in the improvement of the schools and in other movements for civic advance.

* * *

Harvard University, America's oldest educational institution, closed its two hundred and seventy-first year, graduating a class of 550.

* * *

Bourke Cochran spoke on "Socialism and Christian Education," and William Jennings Bryan on "Faith," at the University of Nebraska commencement exercises.

* * *

The name of Grant University, at Athens, Tenn., has been changed by the trustees to Athens Collegiate Institute.

* * *

As a memorial to the late Dr. William Rainey Harper a series of Old Testament and Semitic Studies will be prepared by a number of prominent scholars in this

country and Canada. It was in this field that Dr. Harper principally distinguished himself.

* * *

It is reported that a university of industry, science and art is to be established at Grand Junction, Colo., and supported by the Carnegie foundation fund. The initial endowment, it is said, will be \$500,000, and the total cost will be \$1,500,000.

* * *

Interest in the diamond jubilee exercises at Lafayette College, Easton, Pa., was intensified by the presence of two governors—Edwin S. Stuart of Pennsylvania and Charles E. Hughes of New York. Both were the recipients of degrees and made brief addresses.

* * *

Richard Norton, an archæologist of Boston, brother of Acting Superintendent Robert Norton of Johns Hopkins Hospital, has sent that institution three mummies, one Roman and two Egyptian. They have been turned over to Dr. William S. McCullon, head of the pathological department. The mummies are about 3,000 years old and in a remarkable state of preservation. The Egyptian mummies are seven feet long. They were found by Mr. Norton at Assiout, 300 miles from Cairo.

* * *

The semi-centennial commencement exercises of Lake Forest College, held last month, marked the installation of the new president, John P. Nollan, formerly instructor in German at the University of Indiana. The formalities consisted of a brief speech by Acting President John J. Halsey in turning over the keys, and a short reply from the president-elect.

There were two new keys, one to Harlan Hall and another to Blackstone Hall, new dormitories for about 300 students, which will be completed before the opening of the next school year.

* * *

A committee was recently appointed by the trustees of the Kentucky State College, Lexington, to confer with the cura-

tors of Kentucky University and secure the latter's acquiescence in changing the name of Kentucky State College to State University of Kentucky, or some similar title more in accordance with the dignity and importance of the State's great school. The Board of Trustees strongly favor this change, but do not wish to offend the officials of Kentucky University by adopting a similar name without their acquiescence.

* * *

So many cases of teachers breaking contracts with school boards have been reported to the educational authorities of Michigan that measures will be taken to prevent it in the future. A law has been drafted which forbids the payment of school money to teachers who have violated their contracts, and making all contracts but the first void.

* * *

The plan of having high school pupils study under the supervision of their teachers is being tried in Lincoln, Neb. To accomplish this, recitation periods are twice the usual length, the second half being devoted to the preparation of the next day's work. To get all the periods in it has been necessary to make the sessions an hour longer than in the grades.

* * *

At Peabody Museum the work is advancing of mounting the great fossil marine turtle of the cretaceous period, which, in life, was some twelve feet long and wide and weighed not less than three and a half tons. The work upon it has taken more than a year. It was found by Dr. S. R. Wieland, near the Black Hills of South Dakota. Professor Lull has completed his series showing the evolution of elephants. It traces by the heads and teeth the evolution through the mastodons and by a set of casts shows the heads of primitive elephants down from the oldest Egyptian animal, which was less than three feet high and very unlike the modern elephant. The series and also the restored turtle will be on exhibition at commencement.

THE AMERICAN EDUCATIONAL REVIEW



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(Signed) Wm. P. McKim, Dean.

The Francis Shimer Academy for Girls,
of the University of Chicago.

Mt. Carroll, Ill., Jan. 22, 1907.

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American Educational Review

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THE MONTH'S REVIEW

What Educational People are Doing and Saying

An odd picture of monastic school life in Chile, as shown in the normal schools, is drawn by Dario Q. Salas, an instructor in Chile, in a thesis for the degree of doctor of pedagogy in New York University. The Spartan rule of existence shown by Mr. Salas makes an interesting comparison with the wide latitude enjoyed by students of both sexes in our own normal schools. He says.

School Life in Chile.

"The typical Chilean normal school is distinctively a place of hard and often unattractive work. Outside of the summer recess (January and February) there are comparatively few holidays, and these oftentimes may not be enjoyed by the students, through punishments inflicted by the dread inspectors on account of disorderly conduct, or by the teachers for failure in lessons.

"In the schools for men, students are allowed to go out of the school building once a week—on Sundays. Women go out only once a month, when called for by their parents or relatives.

"The normal school is a machine that runs regularly all the year round, and in the same way every year. At six o'clock the students get up, have their breakfast (coffee and bread), and make up their beds. From eight to eleven they attend recitations, at eleven a lunch is served (regular dinner in Chile), from one to five recitations are held, and at five dinner is served. From seven to nine, two study periods; at nine o'clock the students go to bed. Students go to the dining-rooms, to the class-rooms, to the dormitories, to the chapel on Sundays, marching soldier-like, under the eyes of an inspector, only too ready to reprimand a pupil or to deprive him of his next Sunday outing if he does not take the required martial attitude, or gets out of the line, or speaks aloud, in hours other than the very few that are his own.

"In the Chilean normal school no newspaper is allowed within its walls, their reading being considered a waste of time. The library, a very small one, is open only on Saturdays. There are no literary, co-operative and often not even musical or athletic societies tolerated, on the ground that they develop conceit. Practically no social intercourse exists outside of the class, and no outside lecturers bring into the school news of the world of thoughts or of events."

The New York University student makes some interesting comparisons between the Chilean normal schools and those in the United States. He points out that Chile, which he takes as the most important South American country educationally, expends about as much money per capita for normal school education as Massachusetts, probably our most important educational state. In 1905 Massachusetts, with a population of 3,000,000, spent on its ten normal schools \$320,953.28, while Chile, with a population of 4,000,000, spent on its sixteen normal schools over \$400,000 (1,222,949 pesos). In Chile the schools are run directly by the national government, while here they are state or local institutions.

Before entering the normal school the student has to furnish a bond of 500 pesos (about \$170) to teach seven years in the public schools. If the student is forced to withdraw from the school, or be unwilling to teach after graduation, the bond is forfeited to the state. In any event, the state furnishes free board and

lodging to the students while in training.

There is no Greek or Latin in the Chilean curriculum. On the other hand, "morals and religion" is a topic, unusual enough to the Americans, that has an important place. This means, not ethics, but religious instruction, which is in the hands of a priest who acts as chaplain. This part of the curriculum is a result of Chile having Catholicism as the official religion. Great stress is also laid on musical instruction. The violin and sometimes the piano, are taught by very efficient instructors, who are in many cases graduates of German conservatories.

In a further comparison of the Chilean and American schools, Mr. Salas says:

"One of the most striking differences between the two schedules is found in the number of weekly hours of class-room work—thirty-eight and even thirty-nine in Chile as against twenty-five in the United States. The Chilean normal school does 7,640 hours of class-room work in five years. The American student would complete that amount in seven years and twenty-six weeks. Another fact that calls for attention is the flexibility of the American curricula as against the single course of study, totally deprived of electives, found in the Chilean normal schools."

Chile, according to the writer, is showing a disposition to profit by a study of American normal school methods. Such school customs as Arbor Day and hoisting the flag have been copied from America, and curricula are being changed along American lines.

* * *

Pres. Stanley Hall, of Clark University, has renewed his accusation against wom-

President Hall and the Education of Women. en's colleges that they are responsible for the decrease in marriage among modern girls.

President Hall has made the charge repeatedly and never fails to impress it upon his hearers as his belief.

Naturally, presidents of women's colleges deny the charge. On this the *Brooklyn Eagle*, taking an opposite view to Dr. Hall, says:

If Dr. Hall would study conditions in

a factory town for a time he might discover that the only agency which colleges have in making girls averse to marriage is by fitting them to earn their own living. Any institution which does that postpones marriage, and in that way defeats it in a certain percentage of cases. But it makes no particle of difference whether the wage-creating agency is a shirt factory, a typewriting school, or a college. Here are two instances very much in point. In a shirt factory town a bootblack was talking with his chum about girls. "There's no good taking out the shirt factory girls any more," he complained. "Some of 'em earn twelve dollars and fifteen dollars, and unless you can blow 'em to a swell dinner or high-priced show, they won't look at you." To which the friend assented: "Ah, it's fierce. Seem's as if them didn't care nothing about gittin' married any more."

A Roman Catholic mechanic of a high grade moved from the country into the city and sent all of his girls through the high school. Not one of them married. Instead, one taught music, one became a high-class dressmaker, and a third a stenographer. The father's explanation was: "The modern girl won't look at the ordinary man. Unless he earns big wages he stands no chance with 'em at all."

In the old days getting married was the only respectable way in which a girl could be sure of a home and support. She naturally stirred herself to find a husband and her relatives aided her in that laudable pursuit. She was not in a position to be critical as to his merits or agreeableness. As Rose Terry once put it, "She knew perfectly that it was more honorable to be anybody's wife than nobody's."

Since woman began to earn wages that standard has changed. If a woman finds it pleasanter to earn her own living than to marry such men as seek her, she is at liberty to do it. The rapid growth of unmarried business women shows vividly how often marriage, in the days before wage earning, was a counsel of desperation rather than of love. But only a very small percentage of wage-earning women are college graduates. The factories have done ten times as much as the

colleges to postpone or defeat marriage. Any social condition which decreases the number of homes is deplorable, but it is unfair to put more than their limited share of the blame upon the colleges.

* * *

"The problem of trade schools is not educational, but economic," said Dr. C.

The Trade School Problem.

R. Ricards, of Columbia University, speaking recently at the School of Philan-

thropy. "The boy or girl who enters one has to give up the wage he or she could earn outside; it would be a very small one, but very necessary doubtless to the family, or else the parents think it so. That is the chief reason why you can number the trade schools in this country on the fingers of one hand almost. The Manhattan Trade School for Girls, a pioneer institution, has been seriously affected by this problem, and has created a number of scholarships to meet it. Another difficulty the schools have to meet is the lack of recognition of their graduates. The graduates of the trade school is neither fish, flesh, nor fowl. He is not recognized as a journeyman, and certainly he is not a beginner.

"The fear of the unions that trade schools will overstock the labor market is certainly unfounded."

* * *

A special committee of the American Medical Association, which was appointed three years

Investigation of Medical Colleges. ago to investigate the instruction and standards of the various

medical colleges in the United States, has now submitted its report which condemns about one-half of all the so-called medical colleges. Among the members of the committee are: Doctor Bevan of Chicago, Frazier of Pennsylvania university, Witherspoon of Nashville, Councilman of Boston, Vaughan of Ann Arbor, and Colwell of Chicago. The committee finds that there are too many of these schools in which preliminary education is insufficient, and in which the course of instruction is inadequate and the lack of trained teachers evident. It appears that there are now in this country

160 medical schools, or as many as in all Europe. The report holds that the great advance in the sciences in recent years has made necessary a much broader and more thorough course of medical education than formerly prevailed. It insists that a four-year high school course is required; a year of physics, chemistry and biology; two years of practical laboratory work; two years of clinical work in hospitals, and a year as interne in a hospital. To provide adequate equipment, medical schools must be endowed. It is found that many of our medical schools are still conducted solely for profit, which is contrary to the spirit of true attainment.

* * *

Groton School, that famous preparatory institution for boys, will hereafter become

New Plans for Admission to Groton School.

national in its membership. As is well known, there are always more applica-

tions for admissions than can possibly be granted, and the application list is already full for the next twelve years. The trustees have therefore decided to admit next year eight boys who shall compete for places, four of the boys to come from south of the Potomac River or from Chicago or farther west. The established policy of the trustees—Endicott Peabody, Augustus Hemenway and Pierre Jay—that there shall be no arbitrary personal selection of the boys who are to become members of the school—will be followed. The income of the school will be increased by an advance of the tuition fee from \$730 to \$850 a year, beginning next September, although the headmaster has authority to rebate the increase in the case of any boy now in school to whose parents this might work a hardship.

This action was taken by the trustees following a report of a sub-committee, which was as follows:

The committee appointed at the December, 1906, meeting of the trustees to consider whether it is advisable to make any changes in the method of admitting boys to the school in order to secure a higher average of scholarship, and a more representative membership, reports as follows:

In the opinion of the committee a point has been reached in the development of

the school at which some modification should be made in the plan under which boys are admitted. The fact that when the school was founded its membership was composed almost entirely of boys from Boston and New York has led to the receipt of many and early applications for the admission of other boys from those cities, with the result that a very large majority of the boys have always come from Boston and New York and their suburbs. An inspection of the application list, now full for the next twelve years, gives no indication of change in this respect. A great many applications for the admission of boys from other parts of the country are received every year, but, as their parents have not known that it is necessary to enter them practically at birth, these boys have had no chance whatever of getting into the school. The committee feel that many desirable boys are thus excluded by circumstances over which the school has no control. They also feel that the distribution of some \$2,000 in scholarships each year among boys admitted in the usual manner has not resulted in raising the standard of the scholarship of the school because the money has been given not through competition or for exceptional merit, but merely because the parents of the boys were in need of the aid thus given. In the opinion of the committee scholarships should only be awarded to boys admitted by competition, in order that they may be the means of enabling boys of marked ability, but in moderate circumstances, to become members of the school. The committee therefore recommends:

(1) That in 1908 eight places, and in 1909 and thereafter fourteen places, be reserved each year, to be competed for by any boy with proper recommendations, if he be under fourteen years of age, whether already on the application list or not. Four of these places each year should be reserved for boys born and residing south of the Potomac River or in Chicago or farther west. The competition should depend partly upon written examinations in suitable subjects, partly upon a physician's report of the physical development of the candidate, and partly upon a recommendation of character

from the candidate's former teacher. The fourteen boys receiving the highest ratings should be admitted. The income of the scholarship funds, and such other money as the school may appropriate for the purpose, should be available for partial scholarships to boys thus admitted, whose parents could not otherwise afford to send them to the school. A scholarship thus awarded should be held by a boy as long as he remains in the school, provided he makes satisfactory progress.

(2) That the remaining places each year should be filled as heretofore, from the application list in the order of the receipt of applications, with the provision that until action to the contrary is taken sons of graduates entered on the list within one year of their birth should have preference over all others on the list.

(3) That except when it is necessary to prefer sons of graduates in order to admit them, and until action to the contrary is taken, the two places now reserved each year for brothers of boys who are or have been members of the school, should be retained.

* * *

Prof. A. L. Kroeber, of the University of California, declares that Indian languages are not a jargon, as is popularly believed. In a pamphlet recently issued

Grammar of the
Indian Languages.

on the Yukits and Yuki languages he affirms that Indian languages possess an elaborate and difficult grammar, though this is unknown to the Indians themselves, and must be extracted by the investigations of scientists. The two languages which Prof. Kroeber selected for experiments had absolutely no similar words. They are more different than English and Russia. The Yukuts and the Yuki are not even in territorial contact, and show no signs of common origin. The Yuki live in northern California in the Coast Range, and the Yukuts are located in the interior of south central California in the southern end of the San Joaquin Valley. Though Prof. Kroeber found that the grammatical structure of their languages was identical at nearly every point, the words were wholly dissimilar. The two

languages are like houses on the same plan, but of different material.

The sentence structure employed in the two languages is full of interest. The order of words differs quite thoroughly. In Yukuts the adjective precedes the noun; in Yuki it follows. Yukuts tends to place the verb at the head of the sentence, Yuki at the end. The numerical systems of the two languages are radically different. That of Yukuts is decimal, of Yuki quaternary. It is noted by Dr. Kroeber that California has more totally distinct Indian languages per square mile than any other State. The reason for this great variety of languages has never been properly accounted for.

* * *

Signs that the theological seminaries of America are becoming conscious of the fact that the conditions of modern life demand something more than the traditional curriculum are welcome, says the *Outlook*. The Chicago Theological Seminary has made announcement of new courses to be given next year, which it is believed will greatly help its students to meet the exigencies of present-day life when they enter upon the practical work of the ministry. These courses comprise three departments of study in which progress has been evident during recent years. Biblical criticism and psychological research have combined to make great changes in the ideals of what, for the lack of a less clumsy term, must be called religious pedagogy. The basis for belief in the Bible has been changed; and conceptions concerning the character and the development of the religious life have been changed. As a consequence, in the world today there is less confidence in the value of cultivating acquaintance with religious words and phrases, and more confidence than ever in the power of cultivating acquaintance with the religious experience of individuals and of the race. Linguistic studies in Hebrew and Greek have therefore assumed less importance than they used to have; on the other hand, acquaintance with the messages of the great men of the Bible and of the Church, knowledge of the processes of the human

mind in the adult as well as in the child, study of the messages of other religions besides Christianity, observation of the effects of applying Christian principles to practical life, and the like, have come to assume greater importance. To adapt the curriculum to this new emphasis, the Seminary has established a new professorship of pedagogy, and put it upon the same status with other departments. In the second place, the study of the principles of relief, of penology, of the treatment of dependents, and the like, has borne much fruit. The work of redeeming men is no longer conceived as merely the saving of them from some great future disaster, but of rescuing them from present wrong and evil. As a consequence of this new conception, the Seminary will make it possible for theological students to do what may be called clinical work. Close affiliation with the Chicago Commons Social Settlement and the Chicago Institute of Social Service, and arrangements by which students can observe the work being done in the great city and confer with specialists who are doing it, will give to the study of "evangelism" a highly practical element. In the third place, the churches are more and more becoming aware that they have a part to play, not merely in rescuing men from evil, but also in elevating civic and social ideals, co-operating with civic and social organizations, and promoting honesty and efficiency in civic and social life. The clinical work and field study of the students will therefore be devoted, not merely to relief, but also to constructive effort. These changes in the Chicago Theological Seminary, coming at the same time with similar changes in the Yale Divinity School, promise much for increase in the practical efficiency and genuine religious life of the churches in America.

* * *

An appeal for broader work in manual training was made by Fletcher B. Dresser, of the University of California, in *Broader Work in Manual Training*, an address before the National Education Association. The crowded schools of the vast cities, he declared, are undergoing

a change in regard to manual training work. The city schoolboy's dream of the farm will be realized in the school system. Boston is making rapid strides in the establishing of farms. Just beyond the city limits land has been purchased where field work can be done. The girls, too, will be able to have an abundance of nature work, as well as manual training.

"Manual training in its larger and truer sense means learning how to enter into organizing activity with the hand," Mr. Dresslar said, "and how to come into active participation with all those fundamental and useful occupations necessary for modern life and society.

"It is fundamental to see that growth in consciousness is a direct result of the growth in the widening and organizing relations of sensory stimulus to motor response. This law of mental development demands that our courses in manual training be broadened. It requires that all our school work be adjusted from the point of view of the organization of body and mind, as learning and doing are not isolated, separate things. The whole progress of the normal development of children insists that doing is essential to knowing.

"One of the most urgent needs of our schools is better equipment for play grounds, for free play is one of the highest forms of manual training. Playing ball and tennis are better organizing agents for the larger and more fundamental adjustments than any sort of work in wood and iron. Our notion of manual training should be so broadened, that it should consist not only of shop work, but of many kinds of field work and abundance of regular playground experience."

* * *

Consul-General J. W. Ragsdale, of Tientsin, furnishes the following interesting news from Chinese newspapers as showing the modern development of

China:

The retiring Tartar general of Kirin, Central Manchuria, has memorialized the throne in regard to the establishment of a foreign language school at Kirin for

training Chinese students to learn foreign languages and literature for Government appointment, in future. The proposed school is to be divided into five classes, namely, English, French, German, Russian, and Japanese, while the number of students for each class is to be limited to twenty men, who are to be between eighteen and twenty-five years of age and descendants of respectable families. The teachers are to be engaged from the five countries named, through the medium of the Chinese ministers at London, Paris, Berlin, St. Petersburg and Tokio, respectively, after imperial sanction has been received by the memorialists. The annual expenditure for the maintenance of this school is to be about 50,000 taels. (Tael, eighty cents.)

* * *

Warwick James Price writes of college papers and college journalism in *The Journalist*, as follows:

"Heeling" for College Papers.

The dailies of Yale and Harvard, Princeton and Cornell run from six to eight pages, of four columns each (size averaging 13x17 inches); the other dozen are generally four pages each. The average subscription price is \$2 a year; the average editorial board is 17; and the advertising carried varies from 15 columns out of 24 down to 7 out of 16—on the business side of the question the undergraduate daily cannot be too highly commended. Apropos of that important end of the whole matter, it is of genuine interest to know what such publications net in a college year. At Harvard and Yale, where it is customary for the seniors on the board to divide the "velvet," the annual expectation is usually something in the neighborhood of \$4,000, with the "Farthest North" record standing in the plus side of five thousand. At Pennsylvania the daily is owned by a stock company of alumni, who banded together to help the paper own its plant, and all profits are now going to cover the interest on that indebtedness, and to buy in the bonds as fast as possible, the various boards at present serving only for the honor of the thing—and the "honor" of such a position is a real and valuable

in the faculty can be reversed by the corporation. There is much larger definition as well as expansion of the powers of the prudential committee, and a new and business-like order of procedure is adopted. There is also very careful definition of the relative powers and functions of the faculties and corporation in such matters as appointments and important affairs of instruction and government. The Yale field is put under control of a treasurer appointed by the corporation, who is also to act as graduate advisor in athletics and have his accounts verified by an auditor, also to be appointed by the corporation. The deans are made executive officers of their departments, exercise general supervision over them, represent them in inter-departmental matters, deal with emergency questions, and can in important matters personally represent their departments at corporation meetings.

* * *

The creation of an adequate "college song" is a problem in which almost every American university is interested. There is general profit, therefore, to be de-

**The Making
of a College
Song.**

derived from the recent utterances made on the subject by President Arthur T. Hadley of Yale. In a letter to the recently appointed song committee President Hadley writes as follows:

"The ordinary procedure in trying to get good college songs—and the one followed at Yale last year—is to offer a prize to somebody who will write the words, and then, when the words have been chosen, to try to get somebody else to fit a tune to them. The chances seem to me very greatly against getting a good result in this manner. It may get good words, fair tune and no fit; but for the success of a college song the fit is the important thing, the tune probably next, the words least of all.

"The best college song in the country is 'Old Nassau.' The words by themselves are abominable; the tune can hardly be said to rise far above mediocrity; but the fit is something absolutely extraordinary. The two things which today come nearest to being Yale college songs, 'Amici' and 'March, March on Down the

Field,' have this element of fit to a superlative degree. 'Pop' Hirsch a few years ago heard a crowd of savages singing 'Boola, Boola,' and he fitted some words to it. Both tune and song were of the kind which forbade any possibility of long life; but the fit was so overwhelmingly accurate that it for the time being carried not only the college but the country with it.

"How are we to secure this adaptation of the parts? Of course, if we could find in our ranks an unknown genius who combined the arts of the musician and the poet, our problem would be solved. But the chances are a thousand to one against finding any such combination.

"We must either get words first and adapt a tune to them, or get a tune first and adapt words to it. Last year we tried the former method. I think the latter is more promising. There are a great many more men who, having a tune in mind to begin with, can write words that fit into the spirit and swing of it, than there are men who, having words to begin with, can either write a tune or find a tune which exactly fits them.

"This, then, would be my first suggestion as to a competition: that the man should write the words with reference to a musical theme—original if he has it in him to compose music as well as words; but, if that is impossible, any tune of the kind that I have indicated will do if it is not too well known and too widely appropriated. My second point is that the competitors should have given them by the committee a certain amount of indication as to the limits within which they can advantageously work."

* * *

The Proceedings of the American Philosophical Society at Philadelphia, March, 1907, contain an exhaustive investigation on earthquakes by Prof.

T. J. J. See, U. S. N. The paper is 140 pages in length, and the subject is treated in the most comprehensive manner. Prof. See is in charge of the Naval Observatory at Mare Island, Cal., and was thus in the midst of the great earthquake which destroyed San Francisco. As the

outcome of his studies he shows that earthquakes of the world-shaking class are caused by the explosion of lava from beneath the bed of the sea, by the explosive power of steam which develops beneath the earth's crust by the secular leakage of the ocean bottom. He shows that the pressure of the deep sea upon the bed of the ocean is so great that water is driven down through the rocks of the earth's crust, and at a depth of fifteen or twenty miles it comes into contact with molten rock at a temperature of about 2,000 deg. Steam is thus formed beneath the crust, and it finally acquires such power that the rocks are shaken, and lava expelled from beneath the sea toward the land.

One of the most remarkable results of Prof. See's researches is the development of a new theory of mountain formation.

It has been customary for about eighty years to explain the mountains by the supposed shrinkage of the earth. Now comes the new theory of the earthquake work, and it proves that mountains, too, are formed by the sea; when lava is expelled from beneath the sea by earthquakes, the crust is broken and pushed up along the seacoast. All the region is injected with porous lava or pumice. It lies under all mountains, and is blown out of those mountains which break into eruption and become volcanoes. Earthquakes and volcanoes are thus directly connected, as the ancients believed; but as a general rule the steam-saturated lava does not escape to the surface, but remains hidden in the earth. It is only occasionally that the steam breaks out and forms volcanoes.

But Prof. See has not only explained earthquakes and mountain formation along the seacoast; he has also explained the formation of islands in the sea, the feeble attraction of mountains long noticed in geodesy (they are found to affect the plumb line as if they were hollow), and how the great seawaves are produced which frequently accompany violent earthquakes, and sometimes do more damage than the earthquakes themselves.

By a thorough study of earthquakes the writer has explained half a dozen classes of phenomena by a single cause,

which is proved by elaborate and exhaustive argument. If these results are confirmed, there are many who believe that no generalizations since Newton's discovery of gravitation in 1687 will have more far-reaching effects upon all the sciences which deal with the earth.

Prof. See has given public lectures on the subject at the University of California, and it is said that the greatest interest has been aroused there. The Seismological Society of America has been organized, with Prof. Davidson as presi-

dent and Prof. See as one of the vice-presidents. It is reported that he had just finished his mathematical researches on the physical constitution of the sun and planets when the earthquake occurred, and it became necessary to come down to the study of the phenomena of the earth.

The earthquakes in Valparaiso and Kingston illustrate the new theory, and show that steam within the earth is the cause. All great earthquakes occur along the seacoast or on islands in the sea.

THE STUDY OF SOME TYPICAL EUROPEAN INDUSTRIAL SCHOOLS

By the Massachusetts Commission on Industrial Education

The committee which was sent by the Massachusetts Commission on Industrial Education to investigate certain industrial educational conditions in some of the most important European countries, and which consisted of Charles H. Winslow, a member of the commission, and Charles H. Morse, the secretary and executive officer, has brought back most interesting and valuable reports on what it has found by observation and personal inquiry.

The information gathered includes not only an account of the various schools at present in operation, both as regards the courses of study and the administration and financing, but embraces as well the views of some of the foremost authorities on industrial education, together with the attitude of both employers and employes toward the instruction provided by numerous schools operated by means of state, local and municipal subsidies, and by private funds.

A very important element in this investigation was the obtaining at first hand of the opinions of those qualified to judge concerning the effects of the plans at present in operation for giving industrial education to the youth of both sexes.

While in England there are national

subsidies, and consequently national control of industrial education, yet the local conditions vary enormously, and no one place will stand as a representative example of the whole country, or even of any extended section of it. There can be no doubt, however, as to the national and local awakening to the need of industrial education; but the existing social conditions which have to be met, and which are not only peculiar to England but to the separate localities, will make progress slow and experimental. It seems to be a fact, however, that in general the industrial education movement is most active and farthest advanced in London.

In Liverpool, with its great technical school, which cost upwards of half a million dollars, the conditions are most interesting. There are 1,500 pupils in the evening classes, but, except for some special summer classes of adults, this finely constructed and well-equipped building is unoccupied during the day-time, largely, perhaps, because it is feared that day-time industrial instruction would interfere with the regular public schools by prematurely attracting pupils from them. As a rule, pupils do not apply for instruction in this school unless they are working or have worked, in

the trade they wish to study, the evening pupils being employed during the day-time in the occupation in which they seek instruction.

The famous Manchester School of Technology was visited, and, as was to be expected of such an industrial city as Manchester, this school was found to be housed in a magnificent building, which cost \$1,500,000, and run on a correspondingly large scale. The enormous running expenses are paid in part by the State, in part by the city and in part by the student's fees.

In London the committee was enabled to get in touch with the new features which are there being introduced in the extension of industrial training. A matter of special interest is the Imperial College of Technology, the formation of which has been authorized by the government.

London seems to be fairly well provided with polytechnic schools of the class of those in Manchester and Liverpool, for it has seven such institutions, to which boys of sixteen to eighteen years of age are admitted after a shortened course in the secondary schools. Its provisions for elementary technical education assumes enormous proportions.

It was evident on all sides that the working conditions in England are quite different from those in this country, and even from those on the Continent. The poor man's chance for education, not only in the Liverpool section but elsewhere, may be briefly summed up thus: Free elementary education; fairly cheap secondary education; competitive scholarships for advanced education.

* * *

The committee entered France by way of Boulogne, where the trades school was visited as representative of the trades instruction in smaller French cities. Here it was found that the mayor is in charge of the public schools, as well as of the other municipal departments. Some of the points especially noticed regarding the French industrial schools there and in the Department of the Seine, where the investiga-

tions were mainly pursued, were quite in contrast with those which had just been observed in Great Britain. In the latter country the schools are housed in new buildings, and the evening schools for apprentices seemed most popular. In France, on the contrary, the schools occupy older buildings, and there is a corresponding settled atmosphere to the instruction. In France, too, the pupils begin their trade studies as early as thirteen years of age, and the training received recognized value in francs. The French schools are conducted on much more formal lines than in England, and some of the Paris schools draw upon the various departments of France as well as upon Paris for their pupils. The high character of the work in French schools is particularly noticeable,—even that done by the youths whose ages do not exceed fifteen years.

A decided tendency of these schools is to educate the pupils artistically as well as in skillful manipulation. Places in the schools are eagerly sought by ambitious young people who desire to prepare themselves for higher positions in the trades, for they recognize that this education means greatly increased earning ability.

Breadth of training in the French schools is indicated by the training given in the Estienne Professional School for Bookmaking, where during the first six months of instruction, the pupil is introduced to the rudiments of the various associated trades taught in the school; he is then required to make a choice of one of the seventeen specific trades taught, and this he follows to the end of his course.

In many of the schools in Paris a mid-day meal is provided, at the modest price of 10 cents, which includes a course dinner and a bottle of wine. This is significant of the care taken of the health of the pupils.

* * *

The working of the Swiss schools was studied at Geneva, Berne and Zurich, each of which had its own specialties to offer. In Geneva the Horological School occupies a fore-

Switzerland.

most position. During the summer months the hours of instruction are from 7 to 6, and in the winter from 8 to 7, with an hour and a half of freedom in the middle of the day. During the year only four weeks' vacation is allowed. Many workmen of extraordinary skill are developed by this school. One of the former students whose specialty was clock regulating earned 25,000 francs a year, and others earn 8,000 to 10,000 francs.

The Technicum is one of the most important schools, and its position is between that of the apprentice school, which aims at turning out good, ordinary workmen, and the polytechnic school, which gives advanced instruction for the education of architects and engineers.

The Central School of Industrial Arts has been in existence since 1876. The cost of maintenance is 100,000 francs annually; of this, 76,000 francs is paid by the city and the remainder by the confederation. Pupils pay an entrance fee of 5 francs, but there are no other charges.

The Apprenticeship School in Berne has four departments, which offer instruction in the trades of machinist, cabinet making, locksmithing and tinsmithing. The expenses are borne by the city, the Canton of Berne, the Swiss Federation and the sale of the products of the school. Tuition is free to Swiss pupils, who must be over fifteen years of age and possess an elementary school education.

In Zurich the expense of the present system is divided as follows: The canton contributes 40,000 francs and the Federal Government from 80,000 to 100,000 francs.

In Switzerland an ordinary day laborer receives 3 francs a day, a tinsmith 3½ francs, and a machinist ordinarily 5 francs and in some cases 8 or 9 francs. In general, the Swiss workmen receive more than those in France or Germany, the average pay being 3½ francs a week.

By the new law for apprentice instruction, which was voted on by the voters of the whole country, all apprentices in Switzerland will be obliged to attend their department schools.

That there is at present no uniform system of industrial education throughout Switzerland is due to the lack of means and not to the lack of interest in the matter.

The industrial schools of Germany are justly celebrated for their thorough, systematic and comprehensive instruction.

Germany.

They cover the whole educational period; there are the lower industrial schools, which connect directly with the common schools, and thus become continuation schools and give training to workmen; the higher industrial schools which correspond to our technical colleges and produce the leading technologists; and the middle industrial schools for pupils who have gone through the lower industrial schools, but who desire to shorten the period of higher education, although they wish to prepare themselves to become upper foremen or assistant superintendents.

As a usual thing, the instruction in the lower schools is given in the evening and on Sundays; but there is a general movement towards carrying on all this instruction in the day time, as is now chiefly done in the city of Munich, where these schools are found in their greatest perfection. In fact, it is with surprise that the foreign inquirer views the elaborate preparations made by this city for its youthful learners of trades. It is by a combination of the financial resources of the city, the trade guilds and the Central Government that the great expense of these schools is met. But their importance is fully realized. Attendance upon these schools is compulsory for apprentices. In the lower industrial schools of Munich instruction in about forty different trades is provided. It was noted that in many of these schools the instruction is still too theoretical.

In Germany, as in other European countries, the state takes the liveliest interest in the encouragement of local industries. In one of the Munich technical schools, whose building cost half a million marks, the annual expense of maintenance is 80,000 marks, of which the state contributes one half and the city the other half. In another of the Munich

schools, where there are some 1,800 pupils, with a teaching staff of 100, the equipment is most complete; in the printing department, for instance, 28,000 marks were expended on machinery alone.

Of the special industrial schools in Germany, those devoted to textile industries are among the most interesting; and here again was found a lower school for the training of workmen and a higher school for the development of superintendents and specializing experts.

Berlin is, with its great school of arts and its industrial art museums, without question, the great centre of industrial art in Germany. These institutions offer both day and evening instruction, and the classes are well attended, the total number of pupils running well up into the hundreds.

It has been distinctly recognized in Germany that there must be a proper blending of purely educational and purely industrial forces in order to produce the desired effects in industrial education; nevertheless, in this combination it has been the industrial force which has had the administrative duties to perform, and the purely educational force has been active chiefly in an advisory capacity.

Thus we find that Germany is giving the same careful consideration to its industrial schools that it has given to its common schools, which have brought about such splendid results.

* * *

In Belgium industrial education is taken most seriously; but those who have it in charge deplore the fettering which they experience, due to established traditions. In Brussels the industrial school work is largely confined to evening instruction; but in the day industrial schools the hours of instruction are usually from 8:30 to 12 and from 1:30 to 4. School keeps six days in the week, and only fifteen days in the year are granted for holidays. While some of the Belgium schools are free, in others rather high tuition is charged.

The Belgium school for training pupils professionally in the machinist's trade offers a course of three years. In the first

year all pupils take the same general course, but after that each specializes in some branch of machinist's work. Many of the former pupils of the school now occupy prominent positions. The expenses of the school are paid by the city, the province and the state. None of the products of the school are sold in the open market. This school is but typical of others found in the large cities of Belgium. In these various schools a specialty is made of teaching the local industries.

The industrial school for girls in Brussels is in any respects one of the most markedly successful schools visited by the committee. Not only was there a great variety of industries represented, but the instruction in each was unusually complete. The pupils possessed an air of intelligence which betokened keen interest in their work and the high degree of success with which their studies had been pursued. Girls enter this school at the age of twelve or thereabouts, and remain four or five years. General studies, the conduct and management of a household, and special trades, such as dressmaking, millinery and cooking, or commercial training, form the order of instruction. The fees of this school are 100 francs a year. The whole school plan is to educate the girls so that they may perform their duties equally well as wives or workwomen. A second school of this type is found in Brussels, and others in various parts of Belgium.

The professional school of carpentry in Brussels, which has been in operation for only three years, offers a course of four years, the first year being devoted to general studies. It aims to turn out a good workman at the end of the course, at about the age of eighteen years, instead of forcing the youth to go through the long apprenticeship at present customary. A visiting syndicate of carpenters, composed of members from various parts of the country, recently visited the school, and after inspecting the work expressed their approval of the institution. This school is maintained by appropriations from the city and the state. One of the features of this school is the close relationship which it establishes with the parents of the pupils.

In Amsterdam a visit was paid to the school for metal workers. This school

will be classed as a
 Holland. pre - apprenticeship
 school, it not being

claimed that a trade is taught completely. There are given courses in wood work, forging and ornamental iron work and machine shop practice; the pupils entering at about fourteen years of age, and remaining in the school two years, each pupil taking all the courses. One half of the time is devoted to shop work, the other half to the theory of the various branches taught in the shops and to drawing. The school is very thorough, and it is said that the graduates are taking leading positions in the various trades. It is believed by the principal of the school that this general foundation for apprenticeship is invaluable to the pupils. It is hoped that later specialized work in the three trades will follow the general courses; this to occupy from one to two years.

For three years after graduation the pupils of this school are required to report to the school the names of their employers, amount of wages received and the character of the work performed. In this manner the officials of the school keep in touch with its former pupils.

* * *

In Scotland the two representative institutions devoted to industrial education

are the Heriot-Watt
 Scotland. College at Edinburgh
 and the Glasgow and

West of Scotland Technical College at Glasgow. The work of the former school embraces a day, evening and summer courses along the lines of applied education.

Edinburgh possesses a museum in which there is a wonderful collection of mechanical models, which not only illustrate the mechanical construction of the machines, but also show the movements of their parts when put in operation by the observer by simply pressing a button.

The Glasgow and West of Scotland Technical College at Glasgow is housed in a new building of imposing proportions. Originating as long ago as 1796

as Anderson's College, it owes its existence to John Anderson, professor of natural philosophy in the University of Glasgow, who was in the habit of visiting the local works and thus becoming acquainted at first hand with the trade industries of Glasgow and the men who carried them on and did the work. In 1886 this college was united with other local institutions to form the great school which is now conducted under the present name. It was the declared object of the school "to afford suitable education to those who wished to qualify themselves for following an industrial profession or trade." The expressed purpose of this school is not to supersede the ordinary apprenticeship, but rather to supplement it.

There has been spent on the building nearly a million dollars, and an additional expenditure of \$350,000 is planned for. The equipment has cost \$125,000, and an additional \$150,000 is deemed necessary to place the instruction on the desired basis.

The total attendance on the school is about 6,000 students, three-fourths of whom are evening pupils. It should be distinctly noted that about 70 per cent of the day students and 80 per cent of the evening students are over twenty years of age. The day students come from all parts of the British Islands and the Colonies, while practically all the important works within twenty-five miles of Glasgow are represented in the evening classes.

* * *

Few persons outside of Ireland are aware of the extensive provision made

for industrial educa-
 Ireland. in Ireland. This mat-
 ter is considered of

such importance that a sum of no less than a million dollars is spent annually in this island for this object, and this with a population not very much larger than that of Massachusetts. Of this sum \$250,000 is contributed by the local authorities and the remainder by the Council of Agriculture.

It is significant that the work of giving industrial training in Ireland is in charge of a department bearing the title "Department of Agriculture and Technical

Instruction for Ireland," thus placing agriculture and the handicrafts on the same plane. This department is of recent creation, and the impulse given by it to science and technical instruction may be realized when it is stated that in 1900 but 6 secondary schools possessed laboratories, while in 1907, 265 of these schools are equipped with these important adjuncts.

An elaborate scheme has been prepared for the technical training of all classes which desire to pursue some special trade or handicraft calling, and schools appropriate to their needs have been established. The larger cities have established technical institutes on a most elaborate scale in which various trade and academic courses are offered. Prominent among these schools are the Municipal Technical Institute at Dublin, Cork and at Belfast. These schools are housed in magnificent buildings and possess thorough equipment for trade instruction.

There are 800 boys attending the Dublin Industrial School. They have been sent there by the courts, not as a rule for criminal offenses, but on account of the inability or indisposition of the parents to properly support them. The school is in charge of the Christian Brothers, and the government pays about 7 shillings per week for the board and care of each boy. Pupils were found here ranging in age from six to sixteen years, they being discharged upon arrival at the latter age. The pupils of this school seemed happy and well nourished. It was learned that the boys in the majority of cases regretted leaving the school upon arrival at the age of sixteen, and that practically all the graduates were making a success of life.

A visit to Killarney was particularly interesting, for here were found two schools of lace making, each conducted at a convent. Girls are taken at from twelve to sixteen years of age, and are

taught various branches of hand lace making.

Two schools visited in Cork were of particular interest. The first was the Christian Brothers School. This is a large school, fully equal to the typical Massachusetts manual training school. In the theoretical departments of this school it was observed that the walls of the rooms were lined with cases which contained exhibits showing the complete history of all the industries of Ireland, from the raw material to the finished product. On the whole, it was the finest museum seen by this committee in any school.

The committee visited an industrial school for girls corresponding in rank to the industrial school for boys, but on a much smaller scale. This school is in charge of the nuns of the convent.

A visit was made to the city of Belfast, where an interesting day was spent in the Belfast Technical School, which is housed in a fine building that was paid for by the city. This school is supported by the city with a subsidy from the national government of about one-half the cost of maintenance. The school is equipped for the teaching of a large variety of trades and is attended by both day and evening classes; the laboratories are unusually fine.

It has been said by some that this education was forced upon Ireland by the British government. Such is certainly not the case, because the initiative must be taken by the local authorities, who after the appropriation of certain sums of money for the school, voted upon by the people of the locality, receive a subsidy from the government.

In all countries visited, interviews were held with men conversant with labor interests, from whom it was learned that the industrial schools were looked upon with much favor by representatives of organized labor.

OF CURRENT INTEREST

A TECHNICAL SCHOOL IN THE FOREST.

To study a valuable technical and art craftsmanship school one would scarcely in England choose a little town of 14,500 inhabitants wherein to make research. But in Austria it is in all small towns, wherever there are special industries, that the Educational Ministry plant their schools to develop and advance the scientific knowledge of those industries. Here in Villach we are in the midst of forests. Wood forms the staple commodity, and so in this interesting, historic and picturesque town is a school to develop wood industries.

The school has three sections—building, art and cabinet work. In the director's room one at once saw all the hidden beauty and worth of wood. Articles of everyday utility were beside objects of art full of expression. There was a figure of Samson, full of pathetic power; a portrait of the old master workman, such a figure as Herkomer would glory in; a statue of Dante; and a Christ, reminding one of the work of the fourteenth century, when woodcarving was in its glory—and this Christ was carved by a lad of eighteen. But near were quaint little toys of the most simple form; these were the models for the village children to copy, thus making the Noah's Ark toys of commerce.

In the drawing room I was surprised to see a monkey running about and some birds feeding, but I soon saw that monkey and the birds were worked into many a design; a hen with her chicks were also utilized. Flowers and trees they had around them, and the pupils had to create, not copy.

In the turners' room were fifteen lathes. In the sculptors' room pupils were at work. Quite a picturesque group was formed as the workmaster stood over a lad who, with mallet and chisel, was working out of a rough wood block the figure of a laughing fawn. The pupil had a fine face, and his eyes went

into his work—a village lad turned into an artist by this school.

The number of pupils in all was 520. Girls were taught drawing and painting. Here their system makes the poorest see with an artistic eye, and the value of this was evident in the town. In the furniture and houses were seen the influence of this school, which is absolutely free to all without payment—even for material.—Pall Mall Gazette.

* * *

PUTS BAN ON LATIN.

People who like Shakespeare know some Latin and less Greek, says the Chicago Examiner, will be disappointed to learn that Secretary James Wilson, Secretary of Agriculture, has ordered the Latin inscription literally "cut out" of the pediments of the new Agriculture building and plain English put in as substitutes.

Professor Beverly T. Galloway, who is an expert pathologist and classicist, thought it would be a good idea to have the various departments exploited in Latin, so over the pediments appeared variously the words "Fructus," "Cereales," "Forestes" and "Alores."

Secretary Wilson took a look at "Fructus," shook his head and is reported to have asked what it was.

"Oh, it means 'fruits,'" said Dr. Galloway, pleasantly and proudly.

"Then why in h—— didn't you say 'Fruits' and not 'Fructus'?" rejoined the secretary, who is from a rural district in Iowa.

Orders were accordingly issued that "Fructus" must go, and it went in company with "Cereales," "Forestes" and the rest.

There was some doubt as to whether "Forestes" really meant forests, some people thinking that *silvae* would have been the proper thing. At any rate it will be neither *forestes* nor *silvae*. The secretary thinks the Latin is bosh, and now the ordinary wayfarer will be able

to know where he is at, when he visits the great government barn.

* * *

LANGUAGE LEARNING.

"Schliemann's prescription" is a quick method of acquiring at least reading knowledge of other tongues, and it is less fully appreciated than it should be in the very places where it could be of greatest use, says Wellspring. There are, all over the country, homes where one or two of the family have had, at some time or other, a pleasant and broadening and refreshing acquaintance with German or French, or perhaps even Italian or Spanish. The difficulty has been to "keep up" that acquaintance, and a chance to bring a fresh, lively, outside interest into the home life is lost.

Doctor Schliemann's method was simply this: He was too busy unearthing the nine buried cities of old Troy town to have much time left for hard work with grammars and dictionaries. So he did without them largely. He learned by reading, and by reading rapidly as one reads in English, depending upon habit and familiarity with the words to make their meanings clear to him. He is to-day almost as famous for the many foreign languages he was able to read as he is for his archaeological discoveries.

The "five-minute doses" of this "prescription" amount to this. Take five minutes a day for reading, say, German. Just read it. Don't think you are unscholarly because you haven't time to "look up" some new word. Words have a way of teaching words. Reading a little each day will keep in training your word memory, and will fasten new words in your mind. Get your eyes, and your ears, too, accustomed to the once unfamiliar words and phrases. Let the wits sharpen themselves on guessing, at a meaning here and there. Don't be discouraged; the vital point is to have faith in this prescription. It has been tried, and it works.

All at once, where you could only read a few sentences in your five minutes, you will find yourself reading a page, two pages, three. The sense of whole phrases

will seem to jump out at you without need of clumsy dictionaries.

For many tried, overburdened, or shut-in people just such an outside inspiration as this is of extraordinary value. It is not necessary to stop with the language begun at school—far from it. Both Italian and Spanish are easily learned by one's self, so far as reading goes, and they are the prettiest pastimes for one who has even a slight knowledge of Latin and French.

Even the best translations lose some of the charm of the original, and reading at first hand has a sufficient reward for the trouble or cost. As a "hobby," that indefinite thing which so many nowadays claim to be necessary to happiness, it ranks very high.

Better is a sentence a day where gain is than a chapter a month and discouragement therewith.

* * *

YALE STATISTICS ON GRADUATES.

There has been compiled for the Yale Alumni Weekly by R. M. Byrnes of the class of 1908 and R. D. Bennett of the class of 1906 an exhaustive and significant set of tables bearing upon vital statistics and occupations of Yale graduates. The basis of the compilations is a group of twenty Yale classes—1867-1886—taken at the periods twenty years after graduation.

Returns at those periods for 1991 graduates show that 35 per cent have entered law as an occupation, 12 per cent teaching, 9 per cent medicine, 7 per cent manufacturing, 8 per cent mercantile life, 8 per cent ministry, and 21 per cent miscellaneous occupations. About 70 per cent entered the professions—a return that would be much reduced in later classes. In law, at the end of the twenty years, 57 per cent had married; in teaching, 70 per cent; in medicine, 59 per cent; in manufacturing, 64 per cent; in mercantile life, 52 per cent; in ministry, 70 per cent, and in miscellaneous occupations 62 per cent. In the whole 1991 graduates, 61.4 per cent had married.

The doctors married at an average age of 31.1 years; lawyers at 30.3 years, teachers 29.7 years, clergymen 29.1 years, merchants at 29 years, and those

in miscellaneous occupations 29.5 years. The average fecundity of marriage was 2.2 children, figures for the clergy being 2.2, for lawyers, teachers and manufacturers, 2 children each, doctors and merchants 1.7 children, and for those in miscellaneous occupations 1.9 children. Allowing for net deaths of children later in life, it is obvious that college wedlock does not add to the census returns. But statistics of 629 families from which graduates of the last three classes came show that those families of the next earlier generation contained an average of 2.66 children each, suggesting strikingly, when compared with the 2.2 children average of the graduate, the relative sterility of college marriages.

The returns of the 1991 graduates summarized indicate that Yale graduates marry two years later than the average age of marriage in Massachusetts; that about 61.4 per cent marry, as compared with about 75 per cent of the professional classes in England, where, however, the professional class marry somewhat later; that there are more college bachelors than in the general community; that the merchants, though they marry earliest, have fewest children, while clergymen have the most; and that the fecundity of college marriages appears to be steadily decreasing.

* * *

COLLEGE LABOR BUREAU.

Any deserving youth who wishes to labor, while an undergraduate in most of our colleges and universities, now finds that provision is made by the college for securing him an opportunity to work. Nor does the service of the fostering mother-educator stop there. Places of employment for men when they graduate are found. Yale supplements this work done in New Haven with the voluntary aid given by an alumni committee in New York City, known as a college business information committee. Last year it found places for about fifty men in the metropolis; the year before, thirty-five. Developed as this scheme may be in time, it is obvious that such combined work done by subordinate officials and instructors at New Haven or

Cambridge and by alumni in Boston and New York will make it very much easier than it used to be for college bred men to get a footing in the business world. How large the number of men now entering business when they leave college is may be inferred from the statistics of 1907 at Harvard, Yale and Princeton, which, with a total of 1,239 men graduating, sent 351 into occupations which may be grouped roughly under the title business.

* * *

COLLEGE COURSES IN POULTRY RAISING.

Few people, indeed, realize the present magnitude and the future possibilities of the poultry industry in America. It is not generally known, even among our agriculturists, that the American hen eats more different kinds of feed, digests them more completely, and returns more profit to the owner and more fertility to the land than any other form of live stock, but such is the case.

The farmer in the Eastern part of this continent is decidedly handicapped by the soil and the high price of hay when he attempts to compete with the West in the production of most animal products, but he more than holds his own in the poultry field, as little or no bulky food is needed for fowls, and the very high local prices for poultry and eggs return him a handsome profit. A recent careful examination of a number of commercial and farm poultry plants throughout Massachusetts and Rhode Island shows an average return of nearly \$2.50 for each dollar invested in feed for laying hens, with a little help occasionally. Ducklings, produced at a food cost of four to eight cents per pound, sell for fourteen to forty cents per pound on the New York market, and we sometimes see a small consignment of crate fattened chickens, a truly delicious roast. For the congenital deaf the Most of these specially fattened chickens come from the Middle West, where the big packing houses are extensively engaged in their production, but many of our local poultrymen are undertaking this industry in connection with their other lines and find it possible to increase

the weight of a four-pound chicken from twenty-five to fifty per cent in three weeks, at a very slight cost. The fat bird contains twice as much flesh in proportion to bone as the lean one, and is worth considerably more per pound.

For a number of years our State and national authorities have been emphasizing the importance of poultry keeping as a rapid and sure means of making a comfortable living, and at the same time greatly improving our rough or barren farms. This agitation in itself is commendable, but its danger lies in the fact that many are induced to risk their all in the poultry industry without sufficient knowledge and experience to achieve success. The poultry industry will yield a greater net profit on the investment than almost any other industry, but its prosecution on a large scale calls for a high degree of skill and constant application. The amount of capital required to engage in the business is not large, the work is pleasant, and a good market is assured, but an inexperienced beginner will avoid much loss of time and money by attending some good course in poultry husbandry at one of our State agricultural colleges. He can here secure in a short time and at a minimum expense a thorough practical knowledge of every phase of the poultry industry. These colleges do not expect to turn out experienced poultrymen in three months' time, but they enable the student to secure the truth from the vast amount of poultry fiction, and they help him to avoid the errors that have wrecked many a worthy venture.

Colleges giving such courses of instruction in handling poultry are Cornell University, Ithaca, N. Y.; Connecticut Agricultural College, Storrs, Conn., and Rhode Island Agricultural College, Kingston, R. I. The latter was the first college in America to undertake this work, and offers two twelve-weeks' poultry courses for men and one nine-weeks' course for women each year. The plan of instruction at Cornell and Storrs is similar to the Rhode Island plan, and includes lecture and practice work on every phase of the industry. At the Rhode Island College, each student cares for a

pen of fowls for three months, runs two hatches through an incubator and brooder, crate fattens a pen of fowls, and has practical work in caponizing, killing and picking, showing, judging, planning and constructing buildings, and all other important features. A large number of successful poultry plants are visited during each course, and many expert poultrymen give lectures on their specialties. The popularity of these courses is shown by the large number of students each year, and the demand for men with such training is unprecedented.

The courses offered at these three colleges are very similar, the Rhode Island college having the only women's poultry course.

* * *

HOW THE DEAF AND DUMB ARE TAUGHT.

The following paragraphs from a report made to the Board of Superintendents by the committee, which visited a number of schools for the deaf and dumb with a view to determining the advisability of establishing such a school in New York, are of particular interest. They show the general scope of the work to be undertaken, and the methods to be employed.

Lip reading and oral speech should be taught exclusively; signs and the manual alphabet should form no part whatever of the course of instruction. A careful study of class instruction in different institutions, especially of the results found in the higher grades, has convinced us that pupils taught exclusively by the lip method make better progress, have better trained minds, and have greater confidence in themselves than have those taught in whole or in part by the manual method. In fact, any combination of methods is sure to eliminate the lip and voice method in the higher grades. It is easier to communicate by the hands, signs and facial expression than by the lips. The line of least resistance leads naturally to the exclusion of the lip and voice method when children are taught by both methods, especially when the children are by themselves, away from their teachers.

Industrial work should form a promi-

nent feature of a course of instruction. While a general education should be insisted upon, these deaf children should be trained to be useful and self-supporting citizens. If properly trained they become very expert in industrial lines. The subjects that may best be taught in the school about to be organized are art, including drawing, sketching, and painting; domestic science, including cooking and housekeeping; domestic art, including sewing, dressmaking, embroidery, crocheting and millinery; manual training, including freehand and mechanical drawing, sloyd, carpentry, wood-carving, cabinet-making, sign painting, typewriting, typesetting, printing, and bookbinding.

The class register should not exceed ten pupils, and no pupil should be admitted under five years of age; the work requires great patience, tact, and resourcefulness on the part of the teachers. Individual attention is absolutely necessary at every step in the training of the deaf. Each child must be near enough to the teacher, especially in the early work, to observe closely the lips and tongue of the teacher.

In addition to the regular teaching force there should be a teacher in excess, one versed in vocal gymnastics and in breathing exercises, to give voice-training to the beginners and to those who have never had any hearing, and to those who have grown careless in enunciating road to an education is long and difficult.

* * *

AN INDIAN'S FIRST SCHOOL.

Dr. Charles Eastman, in the *Outlook*, thus describes his first day in school:

The boys played ball and various other games, but I tied my pony to a tree and then walked up to the school-house and stood there as still as if I had been glued to the wall. Presently the teacher came out and rang a bell, and all the children went in, but I waited for some time before entering, and then slid inside and took the seat nearest the door. I felt singularly out of place, and for the twentieth time wished my father had not sent me.

When the teacher spoke to me I had not the slightest idea what he meant, so I did not trouble myself to make any demonstration, for fear of giving offense. Finally he asked in broken Sioux: "What is your name?" Evidently he had not been among the Indians long, or he would not have asked that question. It takes a tactician and a diplomat to get an Indian to tell his name! The poor man was compelled to give up the attempt and resume his seat on the platform.

He then gave some unintelligible directions, and to my great surprise, the pupils in turn held their books open and talked the talk of a strange people. Afterward the teacher made some curious signs upon a blackboard on the wall, and seemed to ask the children to read them. To me they did not compare in interest with my bird's track and fishing studies on the sands. I was something like a wild cub caught over night, and appearing in the corral next morning with the lambs. I had seen nothing thus far to prove to me the good of civilization.

Meanwhile the children grew more familiar, and whispered references were made to the "new boy's" personal appearance. At last he was called "baby" by one of the big boys; but this was not meant for him to hear, so he did not care to hear. He rose silently and walked out. He did not dare to do or say anything in departing. The boys watched him as he led his pony to the river to drink and then jumped upon his back and started for home at a good pace. They cheered as he started over the hills: "Hoo-oo! hoo-oo! there goes the long-haired boy."

When I was well out of sight the school, I pulled in my pony and made him walk slowly home. "Will going to that place make a man brave and strong?" I asked myself. "I must tell my father that I cannot stay here. I must go back to my uncle in Canada, who taught me to hunt and shoot and to be a brave man. They might as well try to make a buffalo build houses like a beaver as to teach me to be a white man," I thought.

I took the situation seriously enough,

and I remember I went with it where all my people go when they want light—into the thick woods. I needed counsel, and human counsel did not satisfy me. I had been taught to seek the "Great Mystery" in silence in the deep forest, or on the height of the mountain. There was no mountains here, so I retired into the woods. I knew nothing of the white man's religion; I only followed the teaching of my ancestors.

When I came back, my heart was strong. I desired to follow the new trail to the end. I knew that, like the little brook, it must lead to larger and larger ones until it became a resistless river, and I shivered to think of it. But again I recalled the teachings of my people, and determined to imitate their undaunted bravery and Stoic resignation. However, I was far from having realized the long, tedious years of study and confinement before I could begin to achieve what I had planned.

JAPAN'S INDUSTRIAL SCHOOLS.

There is an extraordinary development of industrial schools all over the civilized world. Three important new ones are to be established in Japan within the next five years. At one of these, the High Agricultural College at Kagoshima, the science of agriculture in warm regions is to be taught.

The curriculum of the High Dyeing School at Yonezawa will consist of dyeing, weaving, and practical chemistry. At the third, the High Commercial School at Odaru, all commercial subjects will be taught. The object here will be the education of those who expect to engage in cosmopolitan commerce.

The authorities at Hanfchow have ordered an extra tax on raw and manufactured silk for the proper maintenance of modern schools and colleges in Cheking Province. The new tax is very unpopular.

THE PROGRESS OF TECHNICAL EDUCATION

The first engineers graduated in the United States were from West Point in 1802. In the University of Virginia, which Thomas Jefferson attempted to organize, he proposed to make four out of the ten courses technical, with instruction in mathematics, science and the use of tools.

The first great advance was made in 1840 in the founding of the Rennselaer Polytechnic Institute by Stephen Van Rennselaer. This was the first institution in an English-speaking country to graduate a civil engineer. Before this time those engaged in civil engineering work obtained their training, if not West Point men, in the employ of practicing engineers. For the privilege of learning they paid \$100 a year for three years, while they were allowed \$0.125 an hour for all actual work in the field. The first prospectus of a school of civil engineering, October 14, 1835, by Rennselaer Institute, stated that a student, if over seventeen years old and well prepared, could

obtain a civil engineer's degree by one year's study.

The history of Lawrence Scientific School is instructive in showing how not to do it. This school was founded in Harvard University by the Hon. Abbott Lawrence, who wished it to be "a school for the purpose of teaching the practical sciences." But after a few years of successful operation under the direction of Professor Henry L. Eustis the Harvard authorities neglected the Lawrence school, so that they forfeited the bequest by not fulfilling the requirements.

What is now Sheffield Scientific School of Yale University was organized in 1847, but it was not until after 1859, when Joseph E. Sheffield reorganized it, that the school was well under way.

Mr. Abiel Chandler, by bequest, made possible the Chandler School of Mines in Dartmouth College in 1851. He made special mention in his bequest of mechanical engineering and civil engineering.

Michigan started the first school on

a public donation in 1860 in founding the State University.

The meeting for the organization of the Massachusetts Institute of Technology was held in 1861, but the actual start was not made until 1864. This school has been recognized as a leader from the very first. The first catalogue showed seventy-two students.

The second great advance in technical education was due to the Land Grant Bill. This was first passed by Congress in 1858, but was vetoed by President Buchanan. Its adherents, however, secured its second passage in 1861, when it was signed by President Lincoln. The conditions of the bill were as follows: Each state should receive for each senator and representative it had in congress 300,000 acres of public lands open for sale at \$1.25 an acre or an equivalent amount of scrip to be sold for the benefit of the state. One clause of the bill provided specifically for the teaching of the mechanic arts and agriculture. Through misinterpretation and graft some did not get all they should have received; one state received only \$0.41 an acre, and only nine states received \$1.25 an acre. But New York realized from \$6 to \$7

on all but a small portion, a result due to the shrewdness and carefulness of Ezra Cornell.

Notwithstanding these losses, however, the state universities have made good progress. Some of the states have tried to make up for the original losses by donations from the state treasury.

One of the most important developments was that of the engineering laboratory, which was first proposed by Professor W. B. Rogers at the Massachusetts Institute of Technology. In 1874 the first steam engineering laboratory was established at the Massachusetts Institute.

While scientific work was formerly looked down on by the public and considered to be less noble than classical pursuits, now the technical man receives great respect, a fact which is partly due to the hard course he must pass. The chief criticism which can be made of the technical education of the present day is that it is too technical, with too little general culture. But this is a criticism hard to overcome on account of the large amount of work which must be covered in so short a time.

NEW AVENUES OF USEFULNESS FOR COLLEGE GRADUATES

"My boy asked me the other day," said a New York man, "What shall I do when I leave college? I have only one year more." The boy may have some notion in his head of what he would like to do, but if he has he hasn't revealed it. I don't know what is the best thing for him to undertake. I would like to know, for sending him to college has meant some sacrifice to me. I want him to make the best use of what has been provided for him." Doubtless many another father in this country would like to have an answer to the same query, says the New York Tribune. Not all youths start in life as did Professor C. F. Chandler, the

well-known head of the chemical department of Columbia University. When he was ten years old he used to attend the lyceum lectures in the old Massachusetts town in which he lived. At this tender age he heard, among others, Professor Agassiz. The famous teacher talked about plants and minerals, and the boy was entranced. He went home to dream about the new marvels he had heard described. A spinster aunt had spent some of her time in collecting minerals and pressing flowers. Access to her modest collection was granted, and the boy studied and collected and pressed specimens to his heart's content. Other lecturers

came, and he learned something about the fascinations and mysteries of the occult science of chemistry. In the attic he established a little laboratory. From that day his future was fixed in his mind. He would become a chemist and solve some of the strange problems of the universe. So when at the age of sixteen he went to the Lawrence Scientific School at Cambridge he knew what he was going to be. But not all youths know what they are to be when they start off for college. They do not know what they are best fitted for. They have no special inclinations. They are simply going beyond the secondary school because the way is open, and there is a general belief that a college-bred man will occupy a better place in the world than one who has not had the mental and technical training which is gained in the higher institutions.

Every year the number of those who receive the pieces of parchment that proclaim them the holders of degrees is increasing. As a result of the injection of many millions of dollars into the field of higher education by Mr. Rockefeller, Mr. Carnegie and others, the numbers who will enter institutions of learning will continually grow greater. Already there are cries that the professions are overcrowded, that law and medicine do not offer the opportunity they once did. What is to become of the 136,173 persons today studying in the higher institutions of the United States when they obtain their degrees? Are there opportunities for college trained men in other directions commensurate with the cost of the investment in time and money in securing the education and the sacrifices by parents toward this end?

Recently a civil service examination was held in order to secure inspectors and chemists to assist in executing the new national pure food and drug law. The number of applicants for these positions, which pay \$2,000 a year, was disappointing.

"If 80 per cent of the candidates pass the examinations," Dr. J. E. Wiley, chief chemist of the Department of Agriculture, is quoted as saying, "and that is a liberal estimate, the demand will still be

about ten times the supply." There is a dearth of "food and drug" experts. In order to meet the demand the College of Pharmacy connected with Columbia University has just arranged a course for the training of specialists in food and drug analysis. This field of labor, it is believed, will grow as states and cities adopt laws aimed to secure pure food and drugs.

Every kind of engineer who has had a broad training seems to be in demand. A representative of the Tribune chanced to be seated in the office of Professor Goetze, dean of the Schools of Applied Science at Columbia University, a few days ago, when a young man who is to receive his degree at the end of the school year entered.

"I have handed in my thesis," said he, "and am going."

"Shall you be back for your degree?" asked the dean.

"No," the young man replied, his hand on the doorknob. "I am going to Atlanta."

"What are you going to do there?"

"I am going into the mines. They want to make an all-around man of me, so I suppose I shall be doing a good many things." Receiving the good wishes of the dean, the student left the room to launch out on his career.

"That young man," said the dean, "has finished his work before the required time. This position has been waiting for him. There is a position practically awaiting every man when he secures his degree here. The men are snapped up right away. They are wanted on tunnels, railroads and all the many development projects. Many men are placed six months before leaving the school. In fact, the number of positions offered is three times the number available to take the jobs. One man recently went to South America as geologist at \$250 a month. Another has gone to Bolivia as an engineer at \$200 a month. One who has been out three years is making \$175 a month. He is only twenty-four years old. Another, who has been out eight years and is less than thirty years old, is getting \$50,000 a year. Of course, he is an exceptional case. There is, however,

a better opportunity in applied science than there is in some of the professions, such as medicine. Recently when I was down South I talked with officials of a technical school there, and was told that there was a dearth of engineers. Every man available was in demand to help in the development work going on in that part of the country.

"We are now urging that the student who intends to take up engineering work shall first take college work. The courses are so arranged here that with six years' work he can have both, and by the time he is twenty-two years old be equipped for his work. The aim is to broaden the men, fitting them for work calling for breadth of mind as well as technical knowledge. The technical field is calling for that class of men. In order to be an engineer of the first rank, among other things, a man ought to have a knowledge of English, so that he can prepare the extensive reports which are required in these days; a knowledge of economics, as an aid in solving large problems, and a knowledge of history, to help him understand the needs of the world."

At this juncture Professor Mayer entered. He had with him a handful of cards containing the data of applications for men for places which there were no students ready to fill. In the list were requests for thirteen mechanical engineers, five chemists, three civil engineers, five mining engineers and six draftsmen. Among the offers was a salary of \$4,000 for civil engineers.

The range of salaries, he said in reply to a question, is from \$60 to \$75 a month the first year to \$150 the third year for mechanical engineers, from \$60 to \$150 a month the first year for chemists, from \$75 to \$100 a month up the first year for mining engineers, from \$60 to \$150 a month the first year to \$200 a month the third year for draftsmen, and from \$60 to \$75 a month the first year to \$150 the third year for electrical engineers.

"College graduates," said a well-known man who had much to do with the mines of the Lake Superior region for several years, "are needed on the mine ranges. There are great oppor-

tunities for them. From the moment the ore is exposed until a rail is laid on the roadbed, the iron is undergoing tests. The ore is tested in the mines and at the docks. Mining engineers are needed to test the breasts of ore. It is important to know which side of the shaft promises the most, in order to give direction to the mine. At the furnaces every run of the metal is tested. A boy gathers up a small ladleful of metal from the flowing stream of molten ore and drops it into his bucket of water through a netting of round holes.

"Then he gathers up the small iron shot at the bottom of the pail and puts them into a labelled bottle. That is the sample for the chemist. Hardly a rail passes through the rolling mill without being subjected to a test. You go out to the mining camps in the Far West, where you would expect to find only rough men seeking their fortunes, and you will be surprised to find there at the head of affairs men of the character you would see in the New York college clubs. The superintendents and managers of the gold, silver and copper mines in the woolly West are likely to be finished gentlemen, with college training. Chemists are needed by railroads. They test the samples of cement, lubricating oil, paint, rails and all material and when the orders are filled test the supplies to determine if they are equal to the samples."

Speaking of the opportunity for the man who has received training of the highest character, James Gayley, first vice president of the United States Steel Corporation, said once: "A man technically educated has a great advantage to start with, and if he is willing to start in on the bottom level and ask for any job that the superintendent can give him, watching meantime for chances to make himself useful in other directions, he will not wait long for advancement. On one occasion I interviewed the managers of our then largest steel works, and they advised me that the tendency now is to employ more men with a technical education than was once the custom. At one of the works the college graduates represented 75 per cent. in the laboratory

and 65 per cent. in the drawing room."

W. E. Corey, president of the Steel Trust, and Mr. Gayley both began their careers as chemists.

It has been asserted that 90 per cent. of the manufacturers of the country use chemists. Professor M. T. Bogert of Columbia University, who is the head of the committee of the Chemists' Club which places men who are out of positions, said a few days ago that there were today more places than competent chemists to fill them. The American Chemical Society has appointed a committee to investigate the causes for the dearth of good chemists.

Recently the Pennsylvania Railroad spread abroad its desire to secure college trained men for operating men and engineers. Beginning at the bottom they are to take a course in practical railroad-ing. Then they are promoted through the grades of inspector, assistant master mechanic, assistant engineer of motive power, master mechanic, road foreman of engines and superintendent of motive power.

Telephone companies are looking for highly educated men. The telephone has become a necessity, and some of the companies find it difficult to keep abreast of their opportunities. The New York Telephone Company is in the habit of sending representatives each year to the technical schools in order to get as many of the men who are to be graduated as possible. It takes mechanical, electrical and civil engineers. There are opportunities for promotion for the capable men, and the increases in salary from year to year are such that the man of average capacity may expect to have a salary of from \$1500 to \$2000 at the end of five years.

Perhaps the college man yearns for a knowledge of foreign lands. The changed attitude of the United States Government toward its consular and diplomatic service opens a field for this

class. It is the desire of the present Administration to secure young men specially fitted for the consular service, and it has become the practice to promote from one grade to another when there are vacancies. Columbia and Yale universities have a joint course in diplomacy.

Architecture offers opportunities also. "In architecture," said Professor Hamlin, head of the department of Architecture at Columbia University, recently, "there is a growing appreciation of the college trained man. Columbia, two years ago, in order to broaden the point of view of the architect, fit him for larger things, said that it would not give the degree of Bachelor of Architecture to any who had not had two years of college work. Most of the leading architects of New York are college bred men. Our men seldom are without a position when they leave here. With the many buildings going up there are opportunities for the architect as well as for the engineer. I frequently receive applications for men. Here is one which specifically says, 'College trained man preferred.' He held up a letter as he spoke.

With the growth of the national and State forest reserves the openings for trained foresters will increase. The growing number of great estates, such as Biltmore, and those established by John D. Rockefeller, William Rockefeller and E. H. Harriman, open doors for specialists in arboriculture, horticulture, floriculture and kindred lines.

Banking and commercial occupations are looking for college men. With the growing complexity of business has come also the demand for a mind equipped to look at things in a broad gauge way.

These are some of the opportunities open to the young man who has taken a course in the higher branches of learning. Given a choice between two men starting out in life, with the same native ability, the man who has had the mental training is more likely to be selected.

THE ECONOMIC RELATIONS OF EDUCATION

An Address by President W. O. Thompson, Ohio University

The purpose of this paper is to offer a few remarks that may suggest the fundamental importance of education from the standpoint of the economic relations involved. A study and interpretation of the physical forces of the universe naturally followed with the growing intelligence of primitive man. We can understand why, with limited intelligence, he should stand in awe before these forces and that the study of them would increase as his intelligence widened. From the superstitious worship of primitive man we may trace a steady progress to the reverent mind of modern science and philosophy. In the ultimate analysis of these forces recognizing the universal reign of law and the equally manifest fact of personality, a rational explanation led up to the conception of a supreme personality we call God. Modern thought reverent in the presence of this great First Cause recognizes man as the crowning masterpiece of the universe combining the highest expression of the physical with the inspiring ideals of the spiritual. In the study of the development of the world we recognize man with the motives and forces that move him as the determining factor in the evolution of what we call civilization. It is not physical force or physical resources, but intellectual, moral and spiritual forces represented in man that determine and fashion civilization. These physical forces and resources are the responsive servants that a masterful personality may direct for the comfort, convenience and further progress of the individual and the race.

In the increasing mastery over physical forces, which to a large degree measures the progress of man, two important elements are present, that of religion and that of education. These two elements to a considerable extent may be interpreted each in terms of the other, for by no distinct cleavage may we separate the area of religion from that of education. This paper, however, pre-

sents the place of education as one of the fundamental forces determining civilization.

It is a common conception current even among educators, that education is a burden that civilization must carry as a means of perpetuity and progress. We must educate or we must perish, is a familiar war cry. With this has been associated the teaching that education must be supported as a gratuity or a charity and as a kind of guarantee of the perpetuity of civilization. There is a truth here, but associated with it has been a notion that civilization or more specifically the taxpayer with commendable generosity has been supporting education as a burden placed upon him because the law so provided. The purpose of this paper will be to suggest that this is a fallacy and that the truth is that civilization itself is the burden, if we may use such a term, which education does carry. That is to say, civilization is not the cause but the result of education. To be sure, there are relations of mutual helpfulness, but ultimately in our analysis I maintain that education lies fundamentally at the basis. If this be true, our conception of its importance, and therefore of its support, should be modified.

Political economy has for a long time directed our attention to land, labor and capital as the three elements and forces that determine the production and consumption of wealth. Wealth has been regarded as the necessary condition of the progress for the individual and society. In our economics we have placed undue emphasis upon wealth as influencing man, and too little emphasis upon man as influencing wealth. This fallacy will be found to lie in the Malthusian theories. Back of all these forces treated in political economy, however, is the personal force of the individual with which education has to do. In the analysis of society and the forces of civilization, we shall discover the character of the indi-

vidual as the final explanation of all progress. The progress of civilization is measured in terms of the progress of man. Here is where education finds its field and wins its triumphs. The individual is at once the cause, the interpretation and the justification, of civilization. In seeking, therefore, to develop the possibilities of the individual, we are seeking to develop and make possible literally a new heaven and a new earth—a new civilization.

In the study of the economic relations of education let us first state a few of the commonly accepted results of education. These are:

(1) That education develops the initiative.

(2) That education develops power, skill, and efficiency.

(3) That education develops variety of talent, of taste, and of capacity for enjoyment and service.

(4) That in the development of this variety education awakens desires, ambitions, and ideals that are the evidences of culture widely separating the educated man from his primitive ancestor.

(5) That education arouses and sustains the higher life expressed in better physical conditions; in wider intellectual sympathies; in a clearer conception of ethical relations, in a profounder spiritual unity, and in a practically unlimited diversity as expressed both in the individual and his achievements.

(6) That education does modify and change the character of both the individual and the race.

With these results of education even imperfectly realized, what shall we say of their economic importance? First of all the educated man is the man of awakened desires. Desire is the basis of economic demand. He is the man not of a few and simple wants, but of many wants. This sense of want, this increased desire, is the result of an intellectual and social awakening. The more education the more numerous are the wants, and the more imperious the demand. Education initiates, organizes and emphasizes a person's desires. It opens the vision of better things, and develops the capacity for enjoying them. It culti-

vates the desire until it arouses action to meet it. Here are the essentials of a market. In fact, the educated man is the market, and creates the market. He makes the demand and furnishes the supply. Moreover, the more the educational process is encouraged, the more numerous and wider the reach of these desires. In a very real sense the perception and enjoyment of the best turns us away from the less worthy.

The mastery developed thru education makes the satisfaction of the elementary and necessary desires easier and of the higher and newer wants possible. It is not so much, therefore, the increase of goods that raises the standard of living as the mental state of the man who has come to taste the higher life. Thus the luxuries of one day become the necessities of another, which is but another way of saying that education has so changed and widened the horizon of the individual that he makes a larger demand upon the supply of the world for the things with which to sustain his life. The economic importance of the educated man as the world's best and most stable market will steadily gain in appreciation.

Moreover, the fact of variety developed thru education is fundamental in the question of a varied industry concerning which we hear so much. Variety of desire calls for a division of labor-making demand for every possible talent. It is the highly diversified society, itself the product of education and not primitive society, that can make profitable use of a variety of talent. The limit of this law of diversity of talent is foreshadowed only by the suggestion of the limit of education and the human mind. As has been well stated (Gunton: Principles of Social Economics, page 80), "the progress of society consists in the differentiation of man's relations, and that every differentiation in the social polity is simply an effort to better adapt his social environment to the more complete gratification of his wants."

The wonderful diversity and variety in the products of modern industry with the manifest tendency toward a better grade of finished product, has come about thru an education of the ordinary pur-

chaser. He has improved the character of the demand by insisting upon better products, and thus led the way to better wages, firmer markets, and a clearer margin of profit. This variety of taste has not only affected the variety of product, but has by specializing industry, opened up an opportunity for talent hitherto unusable and directly checked the fierceness of competition while encouraging the development of the initiative. By this process, every man with a new idea, a new invention, a new efficiency, a new service, has practically the whole world for his market. Beecher, with his pulpit, had no competition, and the world for an audience. The modern telephone and other inventions have created business, increased the efficiency and comfort of society, and made a world of new relationships.

Now education is not the source or cause of monotony. God has made this world a place of infinite variety and beauty. To man he has given a diversity of gifts. Education develops this diversity and thus enlarges the world of ideas, of men, and of markets. Into this larger world the teacher is constantly introducing the student. He is leading him away from the narrowness and provincialism of ignorance. The primitive men all look alike, feel alike, act alike, and live in the same narrow world. Here the struggle for existence and the survival of the fittest have free play. The economic conditions are the simplest if indeed they exist at all. Education promptly changes all this. The awakened individual becomes the producer, the frequenter of the marketplace, the larger consumer, society emerges, and civilization develops. This contrast is sharper where we recognize that education develops individuality and initiative while protesting against any and all attempts to produce uniformity of result, and against all school methods that hamper the free expression and development of the individual. That is to say, the development of man's intellectual and social horizon makes a demand for capital, for human labor, and for all that goes to make up the sum total of human industry.

The practically unlimited variety of modern human industry is due to the widespread influence of education. So long as education was for the few, and confined to the study of a few subjects, the latent talent of the millions was of no service.

With the dawn of universal education there has come an awakening among us that has stirred the multitudes and affected every line of human industry. The technical term "division of labor" has a new and richer meaning than Adam Smith ever dreamed of. In the matters of food and clothing we have passed from the simple and unattractive to the beautiful and the useful. The modern merchant, manufacturer, and carpenter are in league with the artist and the engineer to make the matters of commerce meet the critical taste of the educated man. So true is this that everyone enters protest against the lack of taste in architecture, of beauty in our cities, of comfort in our homes, and, indeed, of the unlovely everywhere. The economic importance of all this striving for better things due to the inspiration of education, has not been clearly appreciated or fully acknowledged. The school, the scholar, and the influences they have set at work, are making fortunes possible and employment a fact to millions of people. It is the man that makes wealth possible, not wealth that makes man possible. The educated man is constantly engaged in a world-building process, in which he must provide both the labor and the capital.

Moreover, it may be well to call attention to the persistency of the demand made by education. The educated portion of the world has come to know and appreciate the best things. It will persist in its demands for these things. This persistency of demand is the star of hope in our democracy. Economically speaking, it is the key to stability of markets, of values, and of prices. The educated man persists in his demand for the things he appreciates, and this persistence of demand has more to do with the stability of markets, and with perpetual prosperity, than any one other element. I should

should go further and say it was more important even than tariff legislation.

We have been slow to see that men, and not laws, make markets. In a broad way, we need to look only to the fact that in the four great nations where education is most developed, the markets are best and famines are fewest. The political economist of the future will see more than a mere coincidence in the fact that the more broadly educated nations have the most stable conditions financially, commercially, industrially, and socially.

The progress of civilization is due to the happy co-operation of the conservative and progressive elements in society. Modern education, while sweeping away the conservatism of superstition and tradition, and checking the tendency to forget reason on the part of the radical, has given intelligence and direction to both, thus insuring a healthful progress. It is not a question of mere population nor of natural resources that makes the contrast in permanency of markets, of prices, values, and of commerce between the United States, Great Britain, France, and Germany on the one hand, and China and India on the other. The Philippine problem is one of better roads, better houses, better clothing—in a word, the things that result from a better education. The first man in demand after the treaty of peace was the teacher. He was fundamental in the economic development. The Government wanted markets. It was not a mistaken policy that said the teacher would produce them. His method of work is to hold up the ideal and then urge the pupil to pursue it persistently, pursue at any cost. No true teacher ever lowers that flag.

This elevation of the individual which is constantly going on in every quarter of the land is preparing a persistent demand to which only a persistent supply is adequate. With the increase of education, not only the quality of this demand persists, but the quantity of it is enlarged. The essential element of material prosperity is provided every time a well-educated person appears.

Again, it is usual to observe that education develops power, mastery, and ef-

ficiency in living. These are the qualities that enable a man to support himself and to maintain the highest standard of living toward which education constantly tends. The economic importance of this may well be emphasized. The primitive man knows little of wealth or a leisure rich with pleasure. He is dependent upon the gratuity of nature for a considerable portion of his comfort and pleasure. The educated man is also dependent, but upon gratuitous nature plus the initiative of an awakened individual.

Now the most characteristic features of modern progress lie in the area of the mastery and dominion of the educated man. The whole wide field of applied science and of modern inventions has been opened thru the operation of education. This has changed the standard of life and human comfort and brought new life and outlook to commerce and trade.

Speaking broadly, it is manifest that the most widely educated nations of the earth have been most influenced by this new standard of life, and are also the best markets of the world. The less educated nations are the markets only for the surplus of commerce, and no special vision is needed to see that as education makes its progress in these countries the markets will widen and develop. There is an economic importance in the fact that the Sultan of Turkey is riding in an automobile, especially when we consider that a short while ago the same authority opposed the introduction of the sewing-machine and the telephone. Education even in Turkey steadily raises the standard of living and develops a new market.

It has been said that the obstacles to progress are in men and not outside of them. With equal or greater truth it may be said that the cause of progress is in men and not outside of them. Because education reaches the man first and awakens him to a new world of power and possibility, it becomes the source of all progress. The awakened man means a new world—a new market, and new conditions of life. Education is thus steadily bringing man to his own.

Thru increasing intelligence—a better interpretation of the universe—a better knowledge of its laws and forces, a better control of his own powers, man is steadily achieving mastery and dominion and realizing his own freedom. The economic importance of this freedom realized in men merits an attention and appreciation to which the future will give more adequate recognition and expression.

One other feature may be mentioned—the relation of education to industry. We have revised our conclusions on this point. The time was when many believed education would relieve from work. The truth is now recognized that education leads into work. It is no mere coincidence that the educated people of the world are the busiest people. The most active people of the globe to-day are found in the Governments where education has a free opportunity.

Education, if true, leads to service—a service that shall not end in any private ambition, but in a genuine contribution to public efficiency. Education not only fits for service by developing power, skill, and efficiency, but by presenting the ideals that lead men on to duty and achievement. An educated idler is absurd, if not unthinkable. Men are coming to distinguish between “working for a living,” and “working as a calling,” and living as the crowning glory of service.

Education makes a man larger than his greatest deed, puts him into the ideals that lead to the glory of achievement. The atmosphere of every schoolroom is charged with the currents of industry; every scholar lives in a world of action. The idleness, indifference, and the vices that go with ignorance are cast out by education as so many devils, and the in-

dividual redeemed to industry, thrift, service, and character. This attitude of the educated man is of profound significance in determining the character of the world in which men may live.

Educated man will not contemplate with satisfaction a world of idleness, indifference, or stagnation. The best families where education and wealth have flourished for generations, manifest this high spirit and refuse to consider the possession of wealth a call to idleness, but regard the possession of talent as a call to service. This is the legitimate outcome and may be accepted as the first fruits of the better harvest to which education is bringing us.

In summing up the economic relations of education we return to the teacher. He is the masterful personality in the presence of all these forces who organizes, directs, and stimulates the uprising generation to achievement, mastery, and freedom. So the teacher, whether he be teacher of religion or of education, of philosophy or of science, of agriculture or of mechanic arts, of manual training or of domestic science, of language or of morals, in any or all of these places the teacher is indeed the master who trains the men who make markets, commerce, and civilization even a possibility. What we do for education is not, then, a burden; it is rather an opportunity. The money we give is neither charity nor the payment of a debt; it is an investment to guarantee the perpetuity of man and of markets, of history and of literature, of our own achievements already made, and of those of our children yet to be made; in a word, the money invested in education is an expression of both faith and desire that a progressive civilization shall not perish from the face of the earth.

LIFE-TRAINING OF A WOMAN FROM THE STANDPOINT OF A SCHOOL GIRL

By Rev. George Fredric Ayers, Ph. D., President Lindenwood College for Women

A foreword as to the inspiration of this paper will not be out of order. In my study of my chosen life work, I have tried to be broad and catholic, searching information from every available source for the arriving at correct conclusions for the guidance of that work, have sat at the feet of learned university and college men and women to hear what was their last word as to the best and sanest way in which to develop. Finally it occurred to me that the personage most interested in this process, the young woman herself, might have something to say upon the subject which would be of assistance to the philosopher who would make the canons by which her life was to be moulded. There are several available ways whereby the seeker after information might come by this information. He might interview a large number of young women, who were in the very midst of this work, and thus ascertain their point of view. This is beset with some difficulties. In the first place it would consume no inconsiderable time. In the second place it involves the exercise of no little amount of tact on the part of the investigator. I am not sure that I am possessed of sufficient of either of these qualifications of a successful investigator. In the hands of a tactful and timeful investigator, I am sure that the most beneficial results could have been gained.

However, there was a second method for the accomplishment of the same result, and this one I availed myself of, namely, the securing of the written opinion of a limited number of young women as to the best type of education for womankind. I set for the task of the last graduating class of this institution the putting in writing their views as to the best disciplines for the making of a useful woman. I intended by this assignment to elicit their views as to what constituted a useful woman and what

specific study courses were best calculated to accomplish the production of the desired woman. These essays were to be limited in their lengths, and this for the purpose of confining them strictly to the object in hand, and to prevent a too general discussion of the great subjects of women and education. From a careful study of these essays, I have tried to ascertain the standpoint of a school girl for the arranging of a woman's school life.

In the second place allow me the privilege of briefly explaining my own shortcomings in this matter by detailing briefly some of the difficulties lying in the way of the one who essays this particular task.

He will be confronted at the very outset by the task of separating that which is a part of the girl's own mental product from that which she has consciously or unconsciously appropriated from her reading and study. This was not my investigator's particular *bête noir*, but that of any investigator, who seeks to ascertain a boy or girl's standpoint upon any subject from their written products. This is a real and appreciable difficulty when a scientific or philosophic judgment is to be based upon the papers in question. It is a problem no psychologist has yet essayed to decide at what point in the intellectual life the initiative processes of the mind end and the productive begin.

Realizing this hindrance in my path toward a school girl's educational standpoint, I set forth the facts and conclusions of this paper with all becoming modesty.

The second difficulty is the tendency of youthful and not thoroughly disciplined minds to deal too largely in glittering generalities. I found many beautiful passages in these papers fairly scintillating with rays of truths as to life in general and education in general, very

valuable in themselves and worthy a place in these young women's minds, but utterly valueless in the matter of determining the methods to be used in the making of a useful woman.

The third difficulty must be charged to the methods of the schools in which these sixteen young women received their earlier training; it was the utter lack of any sense of the value of classifying their matter for the use of the investigator and for understanding it by their readers, or reader, as I was intended to be the privileged reader.

Even were these difficulties to be multiplied, they erect no insuperable barrier in the path to the mind of the school girl. I merely mention them to advise you of the true valuation which is to be placed upon the efforts of the journeyer to the desired haven—the mind of the school girl.

The first problem set before these young women was to search their own souls for their type of a useful woman. This afforded and naturally affords an inviting field to genrealizing and most of these young women fell an easy victim to the seduction of this invitation. The larger number of the essayists dodged the issue and confused the type with the mission.

To four of these soul searchers for the ideal woman, there was revealed by their own soul mirrors this attractive, if somewhat general type: "The woman who, forgetful of self, seeks pleasure in the making others happy." I quote their exact language. Its chief fault lieth in its generality and lack of discrimination. Self-forgetfulness and pleasure-seeking are mutually exclusive phenomena in the soul. I doubt not but that the writers of this ideal description of a type meant to say: "The woman who, forgetful of self, seeks the true expression of her own life in the making others happy."

The self-forgetting woman needs definition. The highest type of the remembering of others comprehends the correct remembering of self. Self is always the measure of our esteem for others. No woman can properly love others who does not love herself. A hypocritical age decries self-love, and loudly pro-

claims self-abasement as the highest form of souls culture. The sanest and highest types of life reverse this dictum. The highest type of Jewish manhood was the human Jesus, who in season and out of season proclaimed his self-hood. The very brief recorded sayings of Jesus are prolific of egos.

The basest type of English manhood in literature is Uriah Heap, who apologized every time his self protruded itself upon the public notice.

The second ideal, subscribed to by only one of the essay writers, was "A woman of character and culture." This is hopelessly general. What is character? What is culture? These questions involve every religion and every philosophy which the minds of men have ever brought to birth. And yet there is some common grounds in the determination of the elements which go to make up character and culture in all of these religions and philosophies. The woman of character in them all loves and hates; loves those things which make for the beautifying of her person and her soul; hates those things which make ugly herself, body and soul. She is clean in person and mind and speech; she is temperate in all of the satisfiyings of her appetites. Culture is the implement with which character is carved out of the original human nature. Culture is not an end, but a means to an end and that end is character.

A third type of woman is described by one of the essayists as "A womanly woman." We regret that the writer did not tarry long enough to define a womanly woman. The crux of all this discussion about the sexes has been this same womanly woman. Who is she? What is she? What are her distinguishing earmarks? Is she made or unmade by a particular style of dress, speech or living? Which approaches nearer the type, Victoria or England, or Katherine of Russia? Does a petticoat sex her, and do bloomers unsex her? And yet, if we only understand its meaning, this phrase undoubtedly describes the type for which we are searching.

The fourth type, with the advocacy of but one essayist, is thus expressed, "The

woman who has ideals and can carry them out." In other words, a woman with a soul, and the ability to express that soul.

These essays pass next, naturally, to the discussion of the type, women in action, that is, performing her mission in this life. Two writers agree that the useful woman spends her life in doing good. So do gods; so do angels; so do even poor weak men of the right aspirations and characters. This is true as truth, but of no value whatever to us differentiating useful women from the same kind of angels and men.

Four of these young women are agreed that the useful woman serves society best when she develops to the highest degree of culture her own personality and individuality. The force of the description is lost in the shadow of the ever-present generality. The most useful woman to society is undoubtedly that woman who is herself and not somebody else. But why is this not even truer of men and angels? This is the third time that I have associated men and angels together. It is proper, I know, in good society and literature, to associate women and angels. If I were dealing in affinities at this juncture, I would place myself in line with good society and literature. But I am dealing in missions and generalities, and find myself forced to be at variance with good society and literature.

We next meet with this description of the useful woman, "The regulation of her own life without depending on others." This ideal mission finds two advocates out of the sixteen. It is free of the sin of over generalizing, but lacks in clearness and discrimination. The ideal of independence has yielded a number of types of women. There is the woman who finds the essence of her independence in the assumption of political rights. With her the question of suffrage is the question par excellence. The ideal suggests also economic freedom. To gain a livelihood all fields of endeavor must be opened to her. The masculinization of any honest avenue to a competence is a sin against her selfhood.

The ideal also emphasizes the righteous revolt against the sphere assigned to

woman by a hoary antiquity in which she was a slave, a tool, an ornament for the satisfaction of the various passions and appetites of her owner and lord.

Our task would have been simplified had these two young women more clearly defined their ideas of the independent woman. As a mere academic question the right of suffrage cannot consistently be denied to intelligent women, self-supporting, and property owners, and be freely granted to ignorant negroes and foreigners simply because they happen to be of the male sex. From the standpoint of the useful woman, the question is not one of exercising a right, but the being excused from one particular obligation to society in order that she may better perform a number of other peculiar duties to society, whose performance will be interfered with by this masculinization of herself.

Labor, professional or manual, knows no sex. All men and women must be laborers. Any division of women into working and non-working classes is false and unnatural. The whole social scheme is the effort of the ages to arrive at a proper distribution of the labors necessary for the conduct of society between men and women. Man's work and woman's work represent society ideas as to this distribution, and are real facts and as such to be respected and as far as possible to be adhered to.

The independence which rescues a woman from the position of tool or slave to man is more soul liberty than political or economic. This is no doubt what the essayists had in mind when they thus described the mission of their ideally useful woman.

Only eight of these sixteen average young women agree that marriage is the Mecca of useful womanhood. This is decidedly interesting and furnishes some good food for reflection. When we are in a mood to abuse the attitudes of yesterday's civilization toward woman, we describe her with no other outlets for the exercise of her soul forces than those which have as their object the mating of herself to some man or men. It is proudly hailed as an earmark of an advanced civilization that now women find

many other outlets for their soul activities than in mating. Under the new regime, marriage is relegated to a secondary place in the woman catalogue of goals for her life work. This theorizing finds support in the results of such investigations as mine. But perhaps it is not fair to put this valuation upon the omissions on the part of the other eight. The new woman may have learned better than her sister of yesterday the lesson of the suppression of her natural inclinations. Investigators forget that comparisons are odious. The woman of yesterday is not the peer of the woman of today, but that is not her fault. It is a question of social horizon. The limited social horizon of our mothers handicapped them in their highest development. The transition from a narrower to a broader social horizon is unfortunately handicapping the women of today. Tomorrow's woman will have adjusted herself to the new horizon, and then she will, as in the past, continue to marry but not be *given in marriage*. She will see to this matter for herself. Man's over-lordship in the matter of mating will have ceased.

Another interesting revelation is indicated by this investigation. Too much energy and time has been wasted in discussing the effects of higher education of women upon the matrimonial market. The removal of marriage as the leading goal of a woman's life is not a phenomena of higher education, but a general transitional movement among all women, incident to the extension of their social horizon.

The scales have been removed from her eyes. She no longer sees men as trees walking the earth. It is not the responsibilities of marriage that she seeks to avoid. Women were never more nobly eager to assume burdens and responsibilities than today. It is base slander which accuses her of a desire to shirk responsibility. It is the fallen condition of her idols that sends her off into social settlement work, into professional work, yea, into every other avenue of service and responsibility than marriage.

But by and by in the ordinary course of affairs her association with life as it is will destroy her ideals and idols born

of the cloister, and give her in their stead others, which will make mating as attractive as it ever was under the old ideals.

All of these eight young women naively and properly assume that wifehood involves motherhood. As a corollary to the proposition that all useful women will marry, nine of the essayists describe the further mission of the useful woman as one of home-founding and making. This admits of no discussion. Until all social ideals are completely revolutionized, the making of a home will continue to be the pre-eminent sphere of a woman. By this touchstone must all other possible ideals for a useful womanhood be tested.

The attainment of lofty ideals as the mission of a woman during her sojourn upon this planet of ours receives but one suffrage. A misapprehension as to ideals leads to a misstatement of the matter. The mission of any life is not the attaining of ideals, but the realizing them in life. Ideals are not attained. They are inspirations.

Lofty ideals as a woman's mission in life is a two-edged sword and needs to be handled with the utmost care. We are too apt to err in distinguishing between that which is lofty and that which is mean. Many a good woman has sought for lofty ideals at the shrine of some popular idol, whilst crucifying the only opportunity for the realizing of lofty ideals which lay right at her hand in her immediate environment of home. Call not that common and unclean which God has set apart, was the vision's injunction to Peter, when his Jewish instincts revolted against meat condemned by his ceremonial law. Society needs that same vision today. God's brand is upon much of that in life which we call common.

The possible list of missions for women becomes long and monotonous in these essays. The most refreshing feature of the list is the conspicuous absence of the woman with A MISSION, spelled with great capitals, to make society over, and REFORM every constituent element of society, especially MEN.

No sane man can fail to honor, respect—yea, love the women who with becoming diligence perform the missions of use-

fulness to society outlined for them by these essayists. One of these mission-seekers is rewarded by the vision of a wife or mother or sweetheart so using her influence with some man as to make out of him a man which society values as great. This ideal has but one serious defect. It is of necessity too limited in its possibility. All good women, bearing within their characters the possibility of moulding great men, are not wives or mothers, and alas, some not even sweethearts. And yet it must be admitted that for a limited number of women this has proved a most fertile mission field. The tailor, Andrew Johnson, would never have been President of the United States had it not been for his wife's influence upon him. To mention the names of the men who have ascribed their rise to greatness to the influences exerted upon them by their mothers would be the summoning of a very brilliant galaxy.

Society, in its narrowest sense, as a mission for women receives one of the sixteen suffrages. With its highly socialized conscience, this type of a society woman is in as much of minority in the world society as among these essayists. Let her be in the same minority in the considerations of this paper.

Only one of these searchers for missions hit upon social service. In view of the socializing of fiction and the press and the pulpit and the theater of the day, this betrays either a lack of reading of current literature on the part of these youth, or an insensibility to the subtle influence which it has been exercising upon society generally. The meeting and mingling of two lines of thought upon social questions, to-wit, first, that man is by divine order the race's breadwinner; and second, that woman, not man's slave, toy or ornament, but his equal, happening at a time of the greatest mental and social activities has resulted in a great life-giving stream of social service, sending its saving streams into every sore and neglected spot of society.

This revival of the best spirit of christianity, as a cult, appeals very strongly to a woman's nature. To ease a little *bit* the heartache of society seems to her

a more fitting work than to make society over again. And she is right. Eased of its pain, relieved of the pressure of its hurt, society has become well of some of these ills. The knife of the reformer, like that of the surgeon, has killed.

How to produce the ideal woman described was the second problem placed before these young women, or in other words, what specific fields of learning would yield best food for the nourishing of the womanhood which was to bless the world?

At this point, these papers assume a decided resemblance to the first book of the Illiad of Homer, to-wit, a catalogue of the illustrious great among the world's mental disciplines. Every woman, says one of the sixteen, ought to acquaint herself thoroughly with the practices and principles of arithmetic; and every man who has been compelled to spend weary moments untangling the business affairs of his womankind, heartily says "Amen" to this. One, evidently taught to begin at foundation principles, remarks that grammar ought to be a part of the mental furnishings of every woman, and one is reminded of the little story of the beautifully garbed, stylishly carriaged woman who, ushered to the row in which her opera seats were situated, startled the intellectual atmosphere of the select quarter of the opera house with the following outrage upon the king's English: "Is them seats ourn?" At such a time one would heartily agree with our mentor.

Two mention languages as a discipline especially calculated to fit a woman for usefulness in her share of life. This designation is ambiguous. However, I take it that the term is used in the sense of a progressive study of grammar, rhetoric, and literature. This being true, of course, the study of language is fundamental.

One young woman thinks that geography, probably political, is essential to the correct forming of a useful woman. She is not clear as to whether it is its practical or disciplinary value that she has in mind. It certainly furnishes no mean aid in the matter of mental adjustments. Foreign languages receive six suffrages. Their utilitarian value to

young women is assumed. It prepares for travel; introduces to a wider field of literature. Versatility is gained.

It was something of a surprise to me that literature, in general, received only one-half the suffrages of the young women. I had expected to find the study of literature placed at the very top of any list of study-disciplines for young women.

Of course these eight young women had in mind the technical subjects of literature as taught in the schools. Whilst quite different from the life-study of literature, still forms its vestibule.

Four young women specify zoology of the sciences as a desirable disciplinary faculty in the producing of the woman they have idealized. These four young women had framed their conceptions from a study of the descriptive text books upon this subject. Their chiefest value was their insistence upon classification in great detail. Probably the same four catalogue botany also with the necessary study-disciplines for a woman. That broader science, comprehensive of both zoology and botany, biology, is given a specific place in the curricula of studies for useful women by six of the essay writers.

Seven young women think that it is impossible to form the described useful woman and leave out of her course of study the English bible. It is no doubt the ethical results rather than the religious of biblical teachings which these young women had in mind, so that we can link with the study of the bible the study of ethics as an independent science. By so doing, we are enabled to add six additional verdicts in favor of the study of ethics for women.

This large proportion in favor of an education under high moral standards is encouraging. It augurs well for the future. And in these papers the emphasis is properly placed. The final moral standards of any land is the standard set for its womenkind. Every man unconsciously inherits his moral standard from his mother, not from his father.

Society's ills are due more to defects defective in the ethical standards of women than of men. I do not mean to

intimate that men's standards have been better or higher, but that they are less potent for good or ill than those of their mothers, wives, sisters and daughters.

Music as a study-discipline is the sole commander of all the votes of these sixteen essay writers. This was not altogether a matter of personal bias, as some of them were not students of music. It is interesting to note that on the part of every one of these young ladies, the old view-point of music as an accomplishment was avowedly abandoned. Its value is measured by its power to train the mind and form the soul. The strongest essay of the sixteen found in the study of music food for all the disciplinary needs of a woman. No system of physical training yet devised better meets the demands of the developing body. Music affords the opportunity for the exercise of the greatest attention, and discounts all ordinary text book course in pedagogy and psychology. Musical notation affords a good course in numbers. The laws of harmony involve the processes of logic. Chords and discords are life-teachers.

The study-discipline receiving the next largest consideration is that which is usually designated Art, using the word art in a very restricted sense. Eleven of the young women assign it a place among the soul-trainers of women. Elocution, an old-time accomplishment study, is ranked as a serious study-discipline for women by eight essayists. Seven of these girls think that a sane mind in a sound body is consummation devoutly to be desired, and that this may be recommended that physical training be given a prominent place in the curricula of schools for girls and women.

The following study-disciplines are given places in courses of study for women: Sociology, by seven writers; Astronomy, by six; Chemistry, by six; Psychology, by three; Physiology, by seven; History, by three; Economics, by three; Logic, by two; Physics, by one. Mathematics was more popular than I expected, receiving eight endorsements. Its power to develop the reasoning powers was dwelt upon by each of the theorists.

DO WE SEE THE SUN?

By Charles P. Lewis, M. D., President of Chicago Society of Anthropology

Astronomical truths grow from generation to generation, like the truths of medicine or the physics of electricity, at the rate the incisive thinkers of each age interpret the phenomena they are studying. Nightly vigils long continued in the study of the motions of the sun, moon, fixed stars, eclipses, and our earth, bring on spells of brain fag and a corresponding dulling of the reason. Inferences drawn when in such a state could be easily mixed with error, especially if the data were scanty and but little attention had been given to the collateral sciences of optics and electricity.

The learned among the ancient Chaldeans, Egyptians, Chinese, and the Hindoos, did not study the phenomena of the stars and planets, but worshipped them. This prevailed until about 160 B. C., when Hipparchus of Bythnia made a catalogue of 1,080 stars. 290 years later, Ptolemy of Alexandria (?), by extending the work begun by Hipparchus, succeeded in stamping it as the Ptolemaic system of the Universe. Certain it is that the worship of the stars together with Ptolemy's cycles and epicycles prevailed for upwards of fourteen centuries. Ptolemy's theories were displaced by Copernicus who in 1543 just before his death, published a work on The Revolution of the Heavenly Bodies. The noted astronomer Tycho Brahe, a Dane, was the last to hold the earth to be the center of the universe. Copernicus made it possible for Kepler, Galileo with his telescope that magnified 32 times, Sir Isaac Newton, and more recently three generations of the Herschels with others who are now in active work, to give a firm setting to the Copernic system.

Astronomy is studied under physical astronomy and theoretical astronomy. Our knowledge of the motions, size and distance of the sun, planets and stars is mostly theoretical. Astronomers make but little use of the reasoning part of *their brains*. No reasoning can be car-

ried on where there is but one ideating center of the brain used as is the case in the study of astronomy. Generally speaking the student of the sky uses only his eye and since its images of distant objects without intervening bodies are uncorroborated by one or more of the other sense organs, no conclusions could be reached or judgments formed worthy the name. This is so obvious that I think it not amiss to speak of astronomy as a "science" of theories.

The earth is an oblate spheroid, bulging out at the equator, and flattened at the poles. The equator is an imaginary line passing around the earth from west to east, dividing it into a northern and southern hemisphere. The axis of the earth is an imaginary line passing through the earth from north to south, on which it makes its daily revolutions. The axial diameter is important in this discussion, in that it is probable that the thickness of the atmosphere diminishes proportionally from the equator to the poles. The earth has an Atmosphere. The atmosphere has an ATMOSPHERE. The atmosphere can be regarded as a mixture of oxygen, nitrogen, a small amount of two or three other gases, carbonate of lime and magnesium, crystalized grits of sea salt carried into high altitudes by ocean mist and frozen, mist droplets, and fine particles of organic and inorganic matter. The depth of this ungainly mixture has been estimated by M. Liais, from observations made at Rio Janeiro and other places on the "twilight arc," to be from 198 to 212 miles at 10 degrees north of the equator. It is deepest at the equator and shallowest at the poles. The earth with its 25,000 miles circumference at the equator would friction off by speeding on its axis at the rate of a thousand miles an hour, more dust into the air than it would at 69 degrees north where the circumference is only half as great. The lower strata of the atmosphere is organically rich with dense flora of bac-

teria whilst its depth is commensurate with its capacity to float or hold in suspension finely comminuted particles of matter. This obtaining it necessarily follows that as the circumference of the earth is less and less from the equator to the poles, it follows as a logical sequence that there would be less earthy matter lifted up to produce atmosphere. Herein it is made clear that the shape of earth's shell is much the same as the surface of the earth; at the equator where the surface is large the atmosphere is deep, while league by league from the equator to the poles it is shallower and shallower until at last at the poles there is more of the cruelly cold ether than there is of atmosphere, while it is currently believed, however, that the atmosphere is of the same depth at every part on the globe.

The upper side or roof of the atmosphere is everywhere in contact with the void called ether. This "void" is the home of an unremitting cold. The temperature at the equator is some 80 degrees above, the year round. Such continuous heat is only possible where there are thousands of atmospheric strata that are capable of propping the zero point up to the height more than 27 thousand feet above the sea level. The etheric winds that stream in at the poles upon arriving at the torrid zone, meet, mingle, and have their temperature neutralized.

The present view of the Sun is something as follows: "Till lately, it was thought that the portion of the Sun visible to the naked eye constituted the whole luminary; now it is believed that around the sphere or spheroid, technically called the photosphere, there are three if not four concentric envelopes; the chromosphere, the inner corona, the upper atmosphere, and perhaps an outer corona."

Kirchhoff considers that the following elements were in the Sun: sodium, iron, calcium, magnesium, nickel, barium, copper and zinc (Ency. Dic. Art. SUN). Upon the argument which follows this obtaining, of the photosphere, and the elements mentioned by Kirchhoff will be set aside as entirely illusional.

By admitting that the sun has a pho-

tosphere millions of miles in depth we can readily accept Kirchhoff's conclusion that the sun contains among other metals, sodium, iron and magnesium. This conclusion is reached by way of the spectroscope which separates out in order, according to their refrangibility, all the different colors of which a beam of white light is composed. If lines appear across the yellow band of the spectrum, it is concluded that there is sodium vapor in the photosphere. If the beam of light analyzed is from the atmospheric sun not more than 200 miles away, which is probable, and not 92,000,000 miles away, it goes without saying that the spectroscope would yield only the color of the element that were in the atmosphere. Until this theory is set aside, we should be slow to accept the work of the spectroscope as establishing the chemistry of the photosphere of the real Sun.

Some astronomers claim that the sun is 316,000 times larger than the earth. If we accept this, and then assume that the sun has terrestrial currents of electricity, it is probable that the magnetic fields in their totality would be 316,000 times more potential than those of the earth. If the sun is a dynamo, as the earth is believed to be, it is a monster of such size that no electrician would even attempt to construct a meter large enough to measure its milliamperage.

Instead of the sun having a photosphere millions of miles in depth and without human life, it is more probable that it is densely inhabited and to each of its people the earth would be a star. Moreover, if the sun's atmosphere is 500,000 miles deep as some suggest, it is permissible to hold that such a body of air, if as thickly clouded with finely comminuted particles of matter as is known to be in our atmosphere, it would be reasonable to conclude that the light from each of its eight planets would be so brilliant—have a brilliancy so intense as to justify the theory that each was a sun. This view might be objected to on the ground of a probable confusion in the order of day and night on the Sun through a possibility of the planets failing to keep step as they speed around their axes. In addition to the difficulty of arranging

their daily calendar, it is probable that the Sunites would also have trouble in setting their seasons. Especially would this be true if either or all of the eight planets did not keep a regular and successive order in their orbital course. It is not wider from the mark to hold that the planets are suns to the Sun, that day and night would be in a constant state of confusion, and that the seasons would be in an exasperating mixup, than is the theory that the "light" and "heat" of earth come from the Sun through a stretch of nearly a hundred millions of miles of utter cold and impenetrable darkness. Light and heat would be lost in such cold and darkness for "solar luminous rays are always accompanied with calorific rays." As the space filling thing called ether is imponderable, dustless and in consequence frictionless, it is believed that the assumed countless millions of light giving lines of electricity that shoot out from the Sun with an irresistible force and a maddening fury are non-luminous before encountering resistance in our atmosphere. Similarly, dustless air is non-luminous, as well as meteors before entering into the atmosphere of the earth.

If we do not see the Sun what do we see? We see a luminous ball not more than 200 miles away. How is this possible? By the non-luminous lines of magnetic energy produced by the revolutions of the Sun bombarding the finely comminuted matter present in the atmosphere, warming it, and in some unknown way throwing its particles of dust into incandescence. Have we any data for such an hypothesis? Yes, as follows: The light of day is most brilliant at the equator where the strata of dust are deepest. Again, as one traveled from the equator to one of the poles, or ascended into high altitudes he would find that the light diminished in brilliancy, become hazy, and would lack in the color of the spectrum. There would also be a corresponding lowering of the temperature. The change in brilliancy, in the colors of the spectrum, and fall in the temperature, would undoubtedly depend on the gradient fall in the density of the

dust of the air. From this showing it can be argued that sunlight is possible only where there are dust particles, atoms or electrons endowed with the property of luminosity when charged with solar energy. To prove this theory, it would be necessary to ascend into the outer edge of our atmosphere and there discover that the sun was behind the observer and not ahead. In close relation to this assumption, is the probable fact that the cold of the polar regions is not due to the slant of the rays of the sun, but that the atmosphere is thinner in these regions, in consequence of which the etheric cold comes and bears heavily on the surface of the earth.

According to this theory, it would be as impossible to determine the distance to the Sun which is the central orb of the solar system, as it would be to determine where a given dynamo was located by simply looking at its incandescent lamp. Just as the dynamo produces the elemental material (?) called electricity that raises the carbon fiber in the lamp to a white heat, so does the "influence" which shoots out from the Sun cause the atmospheric dust to become luminous which in turn, becomes our atmospheric or—to us—the real sun.

Since electricity does not develop light while traversing etheric space, and since there is nothing to support the theory that the Sun is a seething ball of fire 92,500,000 miles away, or any other known distance for that matter, it is evident the theory that "We See the Central Orb of the Solar System" needs to be recast so as to be more in harmony with the teachings of optics and the "science" of electricity.

This writer was not aware when preparing a paper on "Sunspots, Summer's Heat and Cyclones," which he read before the Chicago Society of Anthropology, Sept. 28, 1902, that any one had laid the foundation for the theory herein set forth, until recently meeting with the following by Prof. Loomis, in *Am. Jr. Sc., and Arts*, Sept., 1870 and 1873, quoted in *Ency. Brit. 9th Ed. V. IX. Art.-Astronomy*, p. 787. In speaking of the cause of the Aurora (borealis) he said

that "The appearance favors the idea that this emanation (influence from the sun) consists of a direct flow of electricity from the sun;" . . . "while this influence is traveling through the void celestial spaces it develops no light; but as soon

as it encounters the earth's atmosphere, which appears to extend to the height of about 500 miles, it develops light . . ."

This is a clear illustration of the old saw that there is nothing new under the "illusional" sun.

EARLY AGRICULTURAL EDUCATION

In the year 1850 the new State of Michigan adopted a constitution. In the convention which preceded this adoption much discussion was had upon the question of agricultural education. Certain members of the State Agricultural Society, wiser than their generation, had noted the clumsy methods of the average farmer in the new country, had observed his ignorance of the elementary principles of the sciences of chemistry and botany and had dreamed of a possibility of correcting bad methods by teaching farmers better science. The constitution adopted by the assembly of which these men were members contained a clause that the Legislature of the State should originate an agricultural college. The ideal agricultural college of that day was an institution with a great big model farm as the principal factor, with a library, with museums, classrooms and other equipment necessary for giving instruction in practical work in the field and stable with such sciences as might be absolutely necessary to intelligent planning and faithful execution. It was not until May, 1857, that the college was actually inaugurated. This date ought to be sacred to every American farmer, since it marks the birth of the oldest agricultural college on the continent and the beginning of agricultural education in the United States.

In 1862, Hon. Justin S. Morrill, of Vermont, a member of the United States Senate, presented to that body for a second or third time, a bill appropriating money to the several States and Territories for agricultural education. The bill passed in April. It was not until 1869 or 1870 that the colleges were really placed upon their feet ready to open their doors to students. The movement was,

in the country at large, a new one, and for ten or even fifteen years thereafter the number of students who availed themselves of the opportunity to study agriculture and the sciences upon which it rested was exceedingly small. After 1890 the members began to increase rapidly until at the present date we have in the United States, as a whole, fully three thousand men studying agriculture in these young institutions.

Naturally at the beginning of this work in America many mistakes were made. Some colleges went to the extreme of laying the whole stress on practical work, so-called, on work with the hoe, the scythe, the plough and the hand, attempting to mix in a little book work, so-called, and a very small modicum of laboratory work with the hours spent in the field. Others, copying after the older colleges in England and on the Continent of Europe, neglected the factor of field work altogether and devoted the entire time to languages, chemistry, botany, geology and zoology. These mistakes were corrected as time made them conspicuous until at the present time agricultural education is reduced to something like a pedagogic form. The aim has somewhat changed. In the beginning it was the thought of some colleges to graduate men who would be fitted for practical farm work and for little else. It was the aim of others to make scientists competent to handle the test tube and the microscope, but without training in the practical management of farms as business ventures of the application of the sciences which they had studied with such assiduity, to the solution of the problems which daily confront the man who must make his living from the farm. At present the colleges in all States have

seen the mistakes in the past and are correcting them. The ideal of the college now is to graduate educated men; not men with minds stored with undigested information; not reservoirs of facts, but dynamos, generators of force; business men acquainted with the forms and principles adopted by men universally in their relations with each other.

In the college course proper the man is valued as the chief factor and is developed into habits of correct thinking and correct living, while the occupation of farming which he is to follow influences his course by placing in the curriculum the studies needed to fit the developed man for his life work.

Let it be remembered that the college has no monopoly of education. In the first place the student is pretty well along in his education when he comes to college. Education is a matter of character building. Character is the personal unit, the soul, acted upon by habit. Habits are formed in babyhood and youth under the supervision of parents with the aid of playmates and companions. The college is called in when the habits are fairly well fixed by experiences in the home, to afford, and to afford economically, the experiences of a wider world without loss of time or money. A college is another instance of modern economy, where, from men of will and costly experience, the student gains all the advantages of mature years with none of the drawbacks. It is a mistake to lay all the failures of graduates in later life to defects in the college. They are more often the direct and inevitable consequences of heredity and home training in youth. The college can and does fur-

nish training and experience, but the homes must furnish suitable men to receive them, if education is to do its great work in the uplift of modern agriculture.

These colleges do not content themselves with the limited function of giving training of a college grade to young men who can leave the farm for four years. They are reaching out for broader usefulness.

Through the experiment stations they are broadening our knowledge of soil plants and animals; through special courses they are reaching men, possibly more advanced in years, held to the farm by ties they cannot break, but who can, nevertheless, visit the college for a period of possibly eight or twelve weeks in the winter; through the Farmers' Institutes, they are reaching the home and families; through reading courses and extension work of various sorts they reach men and women in town and country and interest them in the study of rural problems; through nature study of agriculture in the public schools they are turning the attention of the pupils to the methods of nature in growing the food and clothing of mankind. Nor are the colleges content to leave the matter here. They believe themselves divinely appointed as leaders in the work of rural betterment whose duty it is to coordinate all forces now engaged in the enterprise, such as the rural press, the country school, possibly the country church, the institutes, farmers' organizations and college extensions, into one consistent, cogent influence helpfully touching the farm at all possible points, and certain to lift Eastern agriculture into a better position than it now enjoys.

THE AMERICAN EDUCATIONAL REVIEW



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American School & College Agency.

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Jan. 28, 1907. (Signed) E. E. SMYTHE, Secretary.
The St. Johns Military Academy.

Ft. Edward, N. Y., Jan. 22, 1907.

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(Signed) JON. F. KING, President.

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(Signed) WM. P. MCKEE, Dean.

The Francis Shimer Academy for Girls,
of the University of Chicago.

Mt. Carroll, Ill., Jan. 22, 1907.

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American Educational Review

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THE MONTH'S REVIEW

What Educational People are Doing and Saying

A protest by A. M. Orage against the military ideal of discipline in elementary schools is published in *Monthly Review* (London). The article says that the discipline for which the schools are praised is by no means the discipline that the teachers themselves praise. As public commendation inspires to imitation, the bad discipline that is praised comes more and more to be the object of the is only praised by the few discriminating teacher and to displace the discipline that minds. Of this discipline, which unqualified visitors commend, the author says:

**Military Discipline
in Elementary
English Schools.**

For what are the qualities of the discipline which impresses the visitor? In nine cases out of ten, the visitor is impressed by the same discipline in a school that he would expect to see in the army. Mechanical precision, instant and unquestioning obedience, uniformity of action, every child moving as one, these are undoubtedly the "telling" qualities. I have known many visitors to remark on them in loud and sincere adulation: "Perfect, perfect!" they say, and "Wonderful, wonderful!"

I have seen, in several large elementary schools, this very ideal carried to ridiculous lengths, without exciting a word of criticism from dozens of educated visitors. When one has beheld the astonishing spectacle of a class of sixty children of varying sizes and bodily formation compelled to sit at their desks for a writing lesson in such a precise way that an observer at any point would get the vision of a multiplying mirror, and see nothing different from end to end of the class; when at a word of command, all pens are taken up, begin to scratch,

and are laid down simultaneously; when explicit instructions are given to the short-sighted children to sit as if they could see (when in fact they cannot see), and all for the sake of preserving the appearance of discipline—then one concludes that the military ideal has got out of its proper place.

In the case of such teachers, it is unfortunately true that they have many qualities which appeal to the minds of unenlightened authorities no less than to the eyes of foolish visitors to the schools. The external discipline of their classes for example, is as near perfection as mechanical obedience and unwearying training can make it. It would be a wonder if the results did not appeal to the eyes of visitors, since they are exactly calculated to do so. No hunter ever took more pains to learn the habits of his destined prey than such teachers take to understand the whims and fancies of visitors to their schools. Only a few weeks ago there appeared in one of the daily papers a report of what was called a "novel test of discipline." A football had been suddenly thrown into a class-room of children and visitors were requested to notice the extraordinary absorption of the children in their work; not a child raised its head to inquire the cause of the disturbance. No doubt the visitors were duly impressed, as the appearance of the report witnessed.

But perhaps their impression would be different if they knew that the "novel test" had been painfully rehearsed many times. I remember in one school the head master had a still more remarkable turn to stage for his visitors. When specially influential visitors were present he would sometimes appear suddenly to

be struck with an idea. He would send for all the teachers in the school, asking them to leave their classes, and then invite the visitors to walk through all the class-rooms, and report to him if a single child turned its head or spoke. How amazed and delighted the visitors used to be! And when the master tacitly assured them that it was all training that did it, they wrote ecstatic praise to the authorities, with fulsome compliments to the head master. When the visitors had got safely away, the teachers returned to their classes to receive reports from a back-form boy who had been secretly on the watch for culprits. The offenders on his list were then proceeded against the utmost vigor of the law.

Then it is also true that about such a school there is an air of efficiency that always appeals to the gross sentimentality of practical men. Such teachers run their schools like a business, on a thoroughly business line. There is no nonsense about education (except in the presences of witnesses), no cant about training minds (except on prize-giving day), no sentimental twaddle about individuality, no philandering with educational methods. On the contrary, there is what is called "good solid work" done, children go "through the mill," they are there to do what they are told, and to be indulged in no whims. In fact, the school is run to pay. And pay it does. It pays the board in grants from the government, it pays the newspapers in eulogia from visitors, it pays the head master in promotion, it pays a few teachers in the favor of the inspectors, it pays—well, does it pay the children? For after all, they have to be considered.

In every school there is at least one teacher who is making a brave struggle against great odds to teach intelligently and humanely. It should be the business of the authority to find that teacher and to single him out for praise and promotion. It may be that his class will not impress ignorant visitors, but who ever expected that a school should be a performing menagerie or a variety show? It may be—nay, more, it certainly will be—that at the end of the year there will be a great difference in the attainments of

the children in such a class. The best children will be very good indeed, for they will not as now be left to themselves. Even the dullest children, though still dull, will be less dull, because they will not have been driven and hounded to overexert themselves. But what of that? Is there any public demand for the levelling that at present takes place? Are we satisfied to learn that the children best fitted to receive instruction are stupidly neglected in favor of the children least fitted? Are our elementary schools to be exclusively forcing-beds for the stunted and stunted, and delaying beds for the gifted and capable? Really the objection that was once made by a board inspector to any class, that the work was very uneven, almost demonstrated his singular fitness to preside over a steam-roller. One might suppose him terrified at the prospect of individuals, and recklessly determined to stamp them out. Of course his defense would be that the backward children had been neglected. The neglect, however, was no more than the neglect to assault, batter down and terrify children into the appearance of smartness.

* * *

E. G. Cooley, superintendent of the Chicago Public Schools, and the newly elected president of the National Education Association, writes as follows in the *Saturday Evening Post*:

"For one thing, the trouble with our common schools is that they are not *common enough*. Of late the educational atmosphere has been clamorous with the cry: 'Democratize the common schools!' While I may differ in my definition of the phrase from those who use it most, I am heartily in accord with the doctrine itself, as I understand it. To me this phrase means making the common schools more common; bringing them closer to the common people, adapting them more practically to the needs of the great body of pupils; bringing them into truer range with the life-work of the average boy and girl educated in them.

"I cannot escape the conviction that there is too much of a tendency, so far

as our common schools are concerned, to educate the mass of our boys out of touch with their social and vocational needs—too much of tendency to make prigs of them and to give them a dislike for any calling which will not allow them to wear nice clothes and keep their hands unsoiled. All honor to the boy who feels that he is called by his own natural gifts to do what his condition in life fits him for.

"The educational system which stimulates the boy to rise above his environment and go higher in the vocational and social scale is a good system so long as it actually accomplishes this result in a fair percentage of cases; but it is not desirable when it achieves this at the cost of making high percentage of educational misfits in order to elevate a few into the intellectual or professional pursuits.

"For one, I have no hesitation in urging that the men who make the curriculums of our public schools put the emphasis on the elemental and the vocational studies because a majority of the pupils cannot hope to enter professional life, and should, therefore, be trained by the shortest and most direct cut to fit themselves for the life of labor in shops, stores and offices."

* * *

In the Independent, E. P. Powell has something to say on "Agricultural Colleges and the People," which is just now more or less refreshing in view of

**Agricultural
Colleges and
the People.**

some of the summer antics of the representatives of the "uplift" colleges.

Almost everybody has some notion of the practical benefits accruing to the farmer from the Federal Department of Agriculture and the sixty-odd experiment stations at agricultural colleges. But Mr. Powell attributes to the agricultural colleges some far-reaching effects that are fundamental.

To them he ascribes the profound change that has been wrought in our ideas of higher education. He writes:

"The first impression created upon the public was unfavorable. In the first place, it was not easy to get good teaching corps. Investigation had not been

the habit of our colleges; science had been secondary. Their graduates held literary achievements as pre-eminent, and it is to the agricultural colleges that we owe a change of frontage to our whole educational system—a Baconian frontage. Such instructors as could be obtained knew little of original research, nor was there a vast volume of accumulated facts behind them. Agriculture was despised. Farming was out of joint."

Well, if agriculture was despised, it is despised no longer. And there is much in a suggestion made by the writer that our agricultural colleges are getting to be the intellectual centers of America, quite as likely as that Harvard has remained any such center.

Literary universities or those that are mainly literary are no doubt needed in our national culture, but, since the civil war at least, they have not led the national thought any more than has Oxford, potent as her influence has been, inspired or directed in any generation the virile intellectual and economic movement of England.

Listen to Mr. Powell in his elaboration of his agricultural college theme:

"While it was not easy at the outset to man our agricultural colleges, we find that a new sort of scientific enthusiasts has been evolved—a sort of men desirous of nothing so much as to apply science in finding out things; and these practical scientists are making our agricultural colleges the most forceful institutions of learning ever instituted. The young men and women that flock to them are dead in earnest, and are never found in hazing and other occupations which disgrace our colleges. Ninety per cent of the graduates now go into farm work or correlated industries. They are not drafted off into our cities, seeking employment in the crowd. The wave countryward, which has been going on for fifteen years, is largely due to these fellows. I know of a young woman, member of a wealthy family, but with an enthusiasm for the land. She went to Cornell, while her mates went to Vassar and Wellesley. Today she is modernizing one of the largest women's clubs in the United States, while her summer is spent in the

garden, orchard and hay field. This girl does not need to know one fact less about music, or French, or art, because she knows the exquisite art of orcharding and the high art that reaches from breeding cattle to cross-breeding fruits and flowers. She is a practical gardener, and there in the garden comes back to her not only the lore but the health of her grandmothers. She has learned not only to create with God but to transmute her creations into wholesome food and a wholesome personality. I am not sure but that the liberal education of women came about one generation too soon. Had there been a little delay, just long enough for industrialism to get its grip on life and thought, coeducation would have created more home builders, housekeepers, and garden makers. Horace would have had less influence with them, but Darwin would have had more."

* * *

La Tria Kongreso—the third Congress of the Esperantists—began at Cambridge, England, on August 12. It was attended by many Esperantists from Europe and America.

**Esperanto
Congress
at Cambridge.**

The program included speeches and singing in the Esperanto language. Also a play consisting of scenes from "She Stoops to Conquer," with eleven performers each from a different country.

This is the third Congress which the Esperantists have held. The first one assembled in Boulogne in 1905, and was attended by about eighteen hundred delegates from eighteen countries, including the United States, Canada, Russia, Persia, Mexico and Chile, besides the European countries. At Geneva, in 1906, the town buildings and the university were opened for the second congress. Eighteen countries were represented, the delegates including ninety from England and five from the United States.

The London Daily Mail calls attention to "the freak of cynicism or humor" by which Cambridge, the home of the strictest classicism, was made the scene of the gathering of the Esperanto Congress; and an Esperantist, writing in the same paper, characterizes the interested and

hospitable attitude of Cambridge University as "one of the most striking examples of open-mindedness where few expect it." In addition to the ecclesiastical and academic courtesy extended to this twenty-year-old language, which aims to restore to mankind the easy intercourse of pre-Babel days, the Congress enjoyed the municipal patronage of the town, the mayor and mayoress each addressing the opening meeting in unhesitating Esperanto. Of the interesting spectacle presented by these 1,700 men and women from all parts of the world, some of whom had traveled 12,000 miles "because they believe in Esperanto," the London Evening Standard says:

"Here was a stately elderly gentleman in the crimson gown of a doctor of divinity; here a smart little Belgian officer in tunic and shako; here a naval captain, in dark blue and gold; here a distinguished savant who occupies a chair in the Académie Française, in his braided official livery, with crosses and medals all over his gold palm-leaves on his breast; here a lady graduate, wearing her academical robes, with the mortar-board resting lightly on her golden hair; here a keen-faced Austrian cavalryman, with sword and spurs clanking as he walked; here a group of light-hearted under-graduates, good-looking boys in flannels and blazers, hatless, of course, as is the manner of the young Cantab.; and then, if you wanted a contrast, you could turn to some students from a German university, stout youths, bearing strange insignia, not bareheaded they, but adorned with baggy black velvet caps that hung nearly down to their shoulders.

"And odd mixture of many types assuredly. There are grim old men, Slavonic or Teutonic, with shaggy gray locks, deep-lined faces, and eyes dim from much peering into books and crucibles. Some are making history in their libraries and laboratories, some have made it elsewhere. Here is one who has waved the red flag on a barricade, and shrunk in a doorway while the dragoons were rattling down the street with drawn swords, thirsting for revolutionary blood; now in his old age he dreams of the Broth-

erhood of the Peoples, with a universal language to help it. There are short, brisk young men, spectacled, imperfectly shaved, but alive with intelligence and vivacity; and dark, good-looking, olive-complexioned young fellows from the South or the Southeast, polite and dignified. And the ladies—they, too, differ a good deal; bright-eyed, alert little Frenchwomen, chattering in Esperanto to all English girls, who somehow seem much more voluble in the new language than in their own. It is one of the odd things about Esperanto that it seems to make everybody unbend. I suppose there is a kind of freemasonry, a consciousness of being linked together in a little community shut off from the general babel of an uncomprehending world. People who have never met before talk together in Esperanto and are friends in five minutes. It is the most cheerful congress I ever attended. Everybody is gay and animated, even those to whom Esperanto is not merely a language, but an idea, the dreamers with a far-away look in their eyes who hope that by its means the unity of man will at length be consummated. Of these is Dr. Zamenhof himself, the clever Polish oculist who has invented the new grammar and vocabulary."

The attitude of the English press toward Mr. Zamenhof's attempt at a universal secondary language is in the main not less friendly than was Cambridge itself, although here and there a note of ridicule is sounded, and a few papers, like *The Daily Telegraph*, do not conceal their jealous fear lest Esperanto should lessen the chances of English becoming an international language. Thus *The Daily Mail* remarks, with something of this feeling:

"One may remind the cosmopolitans that English, after all, is a very fine language, with a range vastly greater than even Latin acquired in its heyday. German men of commerce have just petitioned their Minister of Education to make English compulsory in technical schools, and this is but one sign of the vast growth in the importance of English which Mr. Carnegie and President Roosevelt assure us will become univer-

sal, if we will only 'spel the langwidg fonetically.' We are not as a nation nearly proud enough of English, which, even when the well is defiled, is a great deal better worth cultivating, as an international vehicle, than any *olla podrida* of Franco-Hispano-Italian roots."

To the latter suggestion The Academy replies cynically that "the changes which the English language has already undergone in the parlance of English colonials points rather to its disintegration than to its adoption by other races equal or superior to it in civilization."

* * *

"Women's educational ideals are not so high as those of the great scholars, but they are broader," said Mrs. Helen Greenfeel, of the Colorado State Agricultural College, in a recent address. "To them it seems more important that all children should learn to read and write one language than that a few professors should know a dozen languages—dead or alive. The monastic idea of education has been too long cherished. Woman learns concretely, putting lessons into practice; learns 'to do by doing.'"

"The states with highest educational facilities are those where women are most active. Illiteracy is largest where women have best power, and grows less where they vote. Half a million of America's children are illiterate, and two millions are earning their living. We cannot boast of opportunities while we have to admit such a disgrace."

"School people have misunderstood club interference either from misdirected effort or unfortunate personalities. Mothers are the natural allies of the educational force."

"Some of the things accomplished by women's clubs are: traveling libraries, patriotic, humane and scientific temperance instruction, manual training, domestic science, vacation schools, playground, compulsory education, child labor and pure food laws, juvenile courts, industrial schools, school-room decoration, arts and crafts revived, higher salaries and pensions for teachers."

The multiplicity of systems of typography for the blind is condemned in *The World's Work* by Helen Keller, who attributes it to the "lack of enthusiasm, intelligence and co-operation on the part of those who have charge of institutions for the blind." The trustees of such institutions, she charges, know almost nothing about the needs and difficulties of blind people, and the confusion caused by the different kinds of blind print is a natural result. Writes Mrs. Keller:

**Typography
for the
Blind.**

"An obvious illustration of their incompetency and the absence of co-operation between the schools is the confusion in the prints for the blind. One would think that the advantage of having a common print would not require argument. Yet every effort to decide which print is best has failed. The Perkins Institution for the Blind, with a large printing fund, clings to Line Letter—embossed characters, shaped like Roman letters—in spite of the fact that most of the blind prefer a point system. The Pennsylvania Institution for the Blind offers its readers American Braille, a print in which the letters are composed of raised dots. This is a modification of the system which was perfected by Louis Braille three-quarters of a century ago and is still the system used throughout Europe. The New York institution invented, controls and advocates New York Point, another species of Braille. The money appropriated by the National Government to emboss books for the blind is used for all the types. The new periodical, *The Matilda Ziegler Magazine for the Blind*, the boon for which we have waited many years, is printed in American Braille and New York Point. The same book, expensive to print once, has to be duplicated in the various systems for the different institutions. Other prints are yet to come. They are still in the crucible of meditation. A plague upon all these prints! Let us have one system, whether it is an ideal one or not. For my part, I wish nothing had been invented except European Braille. There was already a considerable library in *this* system when the American fever for

invention plunged us into this babel of prints, which is typical of the many confusions from which the blind suffer throughout the United States.

"We Americans spend more money on the education of defectives than any other country. But we do not always find the shortest, easiest and most economical way of accomplishing the end we have in view. We desire to bring the greatest happiness to the largest number. We give generously as earnest of our desire, and then we do not see that our bounty is wisely spent."

* * *

"Profound regret" was voiced by the American Federation of Catholic Soci-

**Catholic
Education for
Catholics.**

ties at its recent convention in Indianapolis over the fact that many Catholic young men and women are attending non-Catholic academies, colleges and universities, where, it believes, "the danger to their faith and morals is even greater than it is in elementary schools." It "affirms with all the force of its conviction that religious instruction is an absolute necessity in every department of the school life of the American boy and girl." Attendant upon these declarations was the following resolution, which we quote from *The Catholic Tribune* (Dubuque, Iowa):

"Whereas, It is essential that our parochial schools be as efficient as possible, and that Catholics appreciate that their schools are superior or equal to any others; and,

"Whereas, Increasing efforts are being made to render the public schools more attractive and preferable to Catholic schools by reason of special legislation; therefore, be it

"Resolved, That our parochial schools be everywhere aided by every financial support that can be given to them, and that we condemn the modern socialistic and paternalistic schemes, which seek to make it appear that the public school is superior and better equipped than our parochial school."

In his address before the Federation on July 16 Bishop McFaul declared that among the "momentous problems now

forcing themselves upon us"—divorce, Socialism, indifference in religion and education—it was his opinion that the problem of education is paramount, for, he said, "if we settle that, we have materially assisted in the solution of the others." He gave some figures to show "what a burden," as he phrases it, Catholics are carrying to educate their children according to their own religious convictions. Thus:

"The report of the United States Commissioner of Education for the year ending June 30, 1904, states that 11,318,256 pupils attended the public schools during the period. He also states that the entire cost of education, based on average attendance, was \$24.14. To find the actual cost of tuition, we must deduct \$4.37 allowed for sites, buildings, etc., which leaves a balance of \$19.77. This is the cost of tuition per pupil for one year. I have calculated from various United States statistics that the average cost of the educational plant required per pupil is about \$150. It is clear, therefore, that our 1,066,207 parish-school pupils in the United States, at \$19.77 per capita, save the nation \$21,078,912.39; and the educational plant required for 1,066,207 pupils in the same schools, at the rate of \$150 per pupil, saves the country \$159,931,050, making a total of \$181,009,962.39."

Passing from this statistical presentation, the Bishop enlarged upon the "compromise" which, he declared, the Catholics of this country propose. After the statement of it he urged the Federation to adopt, as the practical work of the interim before the next national convention, efforts to "insist on a trial of the compromise." That "compromise" is stated in these terms:

"1. Let our schools remain as they are. 2. Let no compensation be made for religious instruction. We do not want it. We have seen what has happened in countries where the clergy are hirelings of the state. Our principle is, let the pastor take care of the flock and live by the flock. 3. Let our children be examined by the state or municipal board, and if our schools furnish the secular education required, then let the state pay for it.

"Mind you, we do not ask for anybody else's money. All we want is our own for the education of our children. Is this not fair? Suppose that in some city, like New York or Chicago, this system could be initiated, so that non-Catholics might see that it is not inimical to the existence of the public school system, it would not be long until we would have our rights.

"The United States can receive an object lesson from Emperor William of Germany. There, the government has passed a law affirming emphatically the necessity of dogmatic religious instruction in the schools, supported by the state. Every teacher is required to have a thorough knowledge of his religion, the tenets of which he is to teach in the school attended by the church of that denomination. The public taxes are divided between Catholics, Jews and Protestants in proportion to the number of pupils attending their schools."

* * *

According to Consul-General T. St. John Gaffney, of Dresden, during the winter 1906-7 the twenty-one universities of Germany were attended by 45,136 students, of whom 254 were females. He gives the following details:

**German
University
Statistics.**

"The increase over the corresponding term of last year is 2,740 students. In addition to these numbers, 5,509 persons availed themselves of the privilege of listening to lectures without matriculating as members. Of this class 2,105 are women. It is therefore plain that only a small proportion of the female students have matriculated and that the greater number study as visitors.

"As regards the various courses, figures give the total number of Protestant students of theology as 2,208 and of Catholic, 1,708. The number of students of law is given as 12,146, of medicine, 7,098; of philosophy, history and languages, 10,985, and of mathematics and natural sciences, 6,234. The largest increase of students has taken place in medicine and philology, while there is a continued scarcity of Protestant theological students. The best attended univer-

sity is that of Berlin, with 8,188 students; next to this comes Munich, with 5,567; Leipzig, with 4,466; Bonn, with 2,992; Halle, with 2,250, and then Breslau, Göttingen, Freiburg, Strassburg, and Heidelberg. The two last have improved their position in the tabulated list of attendances, whereas Tübingen, Gießen and Erlangen, which are favorite universities in summer, take lower places in the list than formerly."

* * *

Administrative officers of the Carnegie Foundation for the Advancement of Teaching and of the **Standardizing General Education Education.** Board are entrusted with the handling of enormous funds, the interest on which is to be applied, in the one case to pensioning college professors, and in the other to helping needy colleges. The task of the officers of both these institutions has been, and is, complicated by varying educational standards and the lack of an established criterion. One of the earliest works of both institutions, therefore, is likely to be a sort of standardizing of education in America. The question, "What is a college?" would be answered today in different ways by different men. There is a vast difference between the institutions that bear the name, in the requirements for admission and in the courses of study which must be taken to entitle the student to a degree. Something, indeed, toward the establishment of a college educational standard was accomplished about 25 years ago, when the requirements for admission were made the subject of much discussion, and finally of substantial agreement among a number of college faculties, says *Youth's Companion*. Modifications have been made since then in the requirements, and there have been additions and deductions, but a general agreement still exists. What is needed now is a test which goes deeper and reaches farther—which will take account of the purposes and ideals of colleges, and measure both the attainments of the professors and the success with which they do their work. If either the Carnegie Foundation or the General Education Board, or

both together, can do this, they will thereby benefit the cause of education almost as much as by their gifts of money.

* * *

President Angell, of the University of Michigan, referred the other day to the better and more practical instruction that the colleges were giving today to their

Civic Problems in Colleges.

students in political science. The interest of the students in government administrative questions is certainly deeper and more enlightened than ever, and certain recent developments in these lines of study are as significant as they are gratifying.

According to some editorial observations in *The Outlook*, in most colleges civic or good government clubs have been formed for the purpose of promoting scientific and practical study of national, state and municipal problems and keeping them informed of current tendencies, struggles, reform movements and experimental remedies. As our contemporary well says: "Interest among students can be most quickly evoked, not through books, but, first, by lectures and papers from those in first-hand touch with municipal interests, and, second, by requiring the students to begin some actual connection with municipal affairs." The college civic clubs owe their existence to this feeling and to the need of contact with reality. A further step was taken when some twenty of these clubs banded together into an Inter-collegiate Civic League, whose functions it is to procure papers for the clubs, stimulate discussion, carry on an active correspondence, start clubs where they do not as yet exist, and bring them into affiliation with itself.

A number of papers by well-known writers and workers have been secured by the league and printed in the college papers. They have dealt with such questions as municipal franchises, graft and how to fight it, machines and popular rule, etc. Among the contributors have been Dr. Lyman Abbott, Jacob Riis, William Kent of this city, Dr. Lindsay of the Federal Child Labor Committee, and the

solicitor for the Department of State, Mr. Scott.

Such activities and methods are the result of the improved instruction that is now given in the colleges on problems of politics and government, and they will in turn react on such instruction and tend to improve it still further.

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According to advices received by Dr. Charles D. Tenney, formerly president

**Chinese Students
in American
Colleges.**

of Tientsin University and now director of the Chinese students in America, the government officials of China are sending twenty more students here to study in American colleges. These students will specialize largely in the law and will be divided among Yale, Columbia and Harvard.

Forty students from China already are pursuing courses of study in American colleges. As their expenses are paid by the Chinese government, they are fitting themselves for official positions in the empire. All the students who come here are chosen upon the basis of merit. Out of the party now here, only one has been unable to keep up with his work, and this was due largely to ill health, while many have carried away honors at Harvard, Brown and other institutions. As English is now required in the Chinese schools, the students are not delayed by inability to understand the language. Indeed, they show an aptitude for thorough note-taking beyond that of the ordinary American student.

President Eliot said recently that in the summer school a comparison of notes of the last lecture of Professor Münsterberg showed that the Chinese students in the class had the fullest and clearest outline. They also make very high records in whatever studies they pursue. Many of the men are making a specialty of law, economics and international law. Others study civil engineering, mining engineering, chemistry, electrical engineering, mathematics, astronomy, agriculture, commerce and finance, mechanical engineering and medicine. These students are divided among Harvard, Yale, Cornell, Brown and Technology, accord-

ing as the school seems to fit the exact need of the student. Thus, Harvard has the law and economic students, Brown the civil engineers and Tech the mining engineers. In every instance when the student has received his diploma from an American college, Dr. Tenney recommends a year's practice before returning to China. In this way they can apply the theories learned and thus return home with a thorough understanding of new methods and ideas.

* * *

Half of the public school children of New York, or about 350,000 are, in the

**The American
School Hygiene
Association.**

opinion of Dr. Luther Halsey Gulick, the director of physical training, in such poor physical condition that special medical or hygienic treatment is necessary to make them well enough to gain the full medical benefit from the instruction. Extensive investigations by the New York school authorities and the department of health have led to this belief. Out of 78,401 public school children examined in a single year, 58,259 have been found in need of medical attention. Of these 27,000 had affections of the nose and throat, which made them a ready prey to any migratory germ of scarlet fever, diphtheria or tuberculosis. In the eye test the Board of Health found, in one year, 14,678 contagious cases, and 17,928 instances of defective vision—about 33 per cent of the cases tested.

It was found that 98 per cent of the children in a single school had one or more decayed teeth, and that 24 per cent had three or more wholly decayed and entirely neglected molars, which made their mouths nests of infection, and, by interfering with nutrition, lowered the tone of the entire system. And new and equally significant facts in the campaign for hygienic betterment are constantly being unearthed by the inspectors. In another school it was found that 62 per cent of the pupils had defective vision, which made study a physical torment and accounted for many supposedly unruly cases. The stethoscope revealed in another typical school fifteen cases of dangerous chronic heart disease, and so

put under a physician's saving care that many children whose lives had heretofore been in constant jeopardy.

It is believed that the discoveries in New York are typical of the situation in other large cities, and that all over the country there are great numbers of children needing a physician's attention, whose plight is not known to their parents until the school people, seeking an explanation for dullness or disorder, discover sickness as the true explanation.

These discoveries in the local schools have led to the estimate that over \$2,000,000 is wasted annually in New York City trying to educate children who are not in good enough physical condition to progress at the normal rate of the healthy child. This means, in many instances, that the city must pay a teacher for two years and use a classroom for two years to teach a sick child what could be taught in one year if that child were made well. And this conclusion has led to a decided movement, headed by City Superintendent William H. Maxwell and the director of physical training, for a plan not only of relief of the ailing child through treatment, but for a system of preventive hygiene which shall find and remove, or at least reduce the cause of child abnormality. In this movement one of the great universities of the city is joining, and a national organization, the American School Hygiene Association, has been formed to push the idea of child health as a school investment. The purpose of these allied movements is to abolish the dull child.

In discussing the new movement, Dr. Gulick said: "Merely to supply glasses to children after their vision has been found to be defective is no more a cure for bad eyes than supporting a drunkard's children is a remedy for drunkenness. What is needed is prevention—preventive hygiene—which will find and remove the causes of physical defects. And such work requires the special technical knowledge possessed by the medical man and biologist. School health is not a question of pedagogy or school administration, and the pedagogical expert is no more qualified to deal with it *than* he is to tell the business side of the

school system how to buy coal, or the architect how to plan a structurally safe school building. School health is a matter for the hygienic expert.

"The relation of reading to vision is not a question of pedagogy or psychology—it is a question of the physiology of the eye. The question of how many hours the child should study at home to get the greatest results of mental and physical growth is a question for the biological expert, although the matter of what subjects should be so studied is a question for the schoolmaster. For instance, data must be compiled as to whether children of a certain age who work a certain number of hours are more subject to contagious disease, pimples, etc., than the child who studies a differing amount. There is no need to choose between health and education—the two go together, and the new science should find the conditions which give the best result of mental and physical growth for the child. It is well known, for instance, that a child who works five hours a day will make greater progress than the child who studies ten hours a day.

"The crowded city and the now form of city school life have created a new set of problems within the last two generations. And these problems must be answered by a new science—the application of technical medical knowledge to the school problem. The necessity for such work is rapidly gaining the acceptance of social boards as a measure of economy, for it is realized that to spend two or three years teaching a sick child what he would learn in one year if he were well is poor financial policy. The idea of medical inspection of schools to detect contagious disease is sweeping over the entire country."

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"Every time a schoolboy shows signs of prolonged laziness, the master, instead of punishing him, should first of all find out if there is not some physical cause at the root of the evil." So says Prof. Alfred Binet, the head of the psychological laboratory at the Sorbonne, Paris. Through Professor Binet's influence, a

**Valuation
of a Child.**

laboratory for the scientific study of children has been established in the French capital. This institution is described in *The Review of Reviews* (August) by Frederic Lees, who quotes Professor Binet as above. According to Mr. Lees, the professor said further:

"The body and the mind are closely united. A child who is weak, who digests badly, and whose growth is slow can not work properly in a class, and it would be unjust to punish him for showing want of attention. You won't make his digestion any better by punishing him, or improve the deviation of his backbone by making him copy out a hundred lines of Moliere."

Owing to this close connection of body and mind, the work in this laboratory of experimental psychology consists largely in taking bodily measurements, tho the object is to ascertain the total value of the child, not only physically, but mentally and morally. In explaining his objects in establishing the laboratory Professor Binet said:

"Look at these twenty to thirty pupils who, more or less attentively, are listening to their master. Do you really think that all these boys have similarly molded minds?—that they all have the same aptitudes and the same needs? People thought so at one time. We know better now. We have come to see that education is a question of adaptation, and that in order to adapt it to the needs of a child we must make ourselves thoroughly acquainted with his or her mental and physical characteristics. The principle, therefore, that guided me when forming this new laboratory was the knowledge of the average state of development of children of all ages—an entirely new idea in pedagogics, and one which I imagine will prove to be very fruitful. What my assistants and I set ourselves to find out, in a strictly scientific manner, was the physical and mental value of the average child at various ages. Once having discovered this, we drew up tables of averages, and it is thanks to these that we are able to make prescriptions so definitely whenever a fresh subject arrives at our laboratory of experimental psychology. We are able, for instance, to say: 'This boy's growth

is retarded. Tho twelve years of age, he has only the development of a child of nine. He will require special attention and special nourishment. This other scholar, on the contrary, is physically in advance of his age. He is more muscular, taller and stronger than a boy of ten.' A third boy, we note, shows a remarkable mastery over himself, while a fourth is emotional and nervous. One is an observer, calm and calculating; the other, imaginative. If the most is to be made out of them in later life, they must be educated differently. Now, don't you think that schoolmasters would be very glad to learn how to study their pupils in this way? Don't you think that it is sometimes advisable to consult a doctor on delicate points concerning a pupil's health?"

The measurements made at Professor Binet's laboratory are to find out such widely different data as height, width of shoulders, memory, attention, suggestibility, the color sense, head-development, the muscular strength of the hand, etc. Each of these has its place in forming an estimate of the child's present state of development and his capacity for further training. Says Mr. Lees:

" 'Nothing is negligible in the psychological study of children,' might be Professor Binet's motto. He has even called in the assistance of a Parisian palmist, who surprised him with the accuracy with which she read the characters of the hundred boys who were presented to her. In no fewer than sixty cases did she read the lines of their hands aright.

"The lesson which this learned French savant would teach the pedagogic world of Paris and other great cities has already borne fruit. In the Rue Lecomte, in the populous seventeenth ward of the French capital, there has just been opened a special class for 'abnormal children,' and other similar classes are to be formed in other quarters. It is of the greatest importance that the normal and the abnormal should not be together, owing to the detrimental influence of the latter over the former. The bad must be sifted out from among the good pupils, and taught by methods specially adapted to their particular cases. This, however, cannot be

done without laboratories such as that of the Rue de la Grange-aux-Belles, and it is for that reason that Prof. Alfred Binet hopes to see them some day scattered all over the land."

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The recent annual meetings of many college trustee boards brought forth various

**The Carnegie
Foundation
Restrictions.**

agitations over questions raised by the Carnegie fund established to pension

retiring professors. It will be recalled that all professors who are teaching in colleges that are technically under denominational control are excluded from the benefits of the fund. In order to make provision for these professors it is noticed in some quarters that efforts were made to clear given institutions of their denominational alliances. Such efforts were attempted at Brown University, but failed, as a majority of the alumni voted not to amend their charter, which requires the president and a majority of the corporation to be of the Baptist faith. *Harper's Weekly*, in commenting upon this fact, asserts that "this is a decision that a theory shall prevail against the truth." Because:

"Brown is really undenominational. Sectarian beliefs do not prevail in her teachings. While the letter of the charter is observed, its spirit is not. An Episcopalian may teach there. Indeed, the *Providence Journal* declares that the 'control of the university is really lodged with Episcopalians.' Jews as well as Christians, Roman Catholics as well as Protestants, are among her students. A Jewish philanthropist has founded there a prize to be bestowed annually for the best essay on religious belief. The charter alone makes her professors ineligible for a Carnegie pension.

"The vote of the Brown alumni to maintain a tradition which is but a tradition, at the expense of the old and faithful professors of the institution, shows more the successful galvanization of an old and dormant life than a lively and intellectual gratitude for the services of men who have at least presided at the birth of whatever education these conservative voters possess."

The *Congregationalist and Christian World* (Boston) notes this decision of Brown and the inconsistency of the situation created, when comparing the fate of her professors with that of ex-professors of Oberlin Theological Seminary, which furnishes this year an instructive example. We read:

"So the professor of geology or of astronomy there, who may never himself attend a Baptist church, will be debarred from the privileges of the fund, while a man like Prof. A. H. Currier, who has for twenty-six years been connected with Oberlin Theological Seminary, from which a steady stream of Congregational preachers have been pouring out, receives from now on his annual stipend. His good fortune, at which we heartily rejoice, is due to the fact that Oberlin College, with which the seminary is affiliated, has no formal relationship to the Congregational denominations though the service rendered to it in the persons of such men as the late President James H. Fairchild, Dr. Currier, President King, and Professor Bosworth is beyond computing."

The *Western Christian Advocate* (Cincinnati) insinuates that "there is some sort of indefensible discrimination made against many colleges of the land by the trustees of the Carnegie Foundation," and expresses the hope that some change of policy will be made by them in the administration of the fund. This subject was brought before the trustees of Ohio Wesleyan University by President Herbert Welch in his recent report to that body, and though there is no indication of any definite action being taken, President Welch's words may perhaps stand for the attitude of a number of institutions conditioned such as his. We read:

"The executive committee of that foundation decided that the election of the majority of our trustees by annual conferences of the Methodist Episcopal Church constituted denominational control in such a sense as to exclude us from any share in the benefits of the foundation. There has been apparent a disposition, among those who are charged with this trust, to interpret with increasing

strictness the limitations placed upon them by Mr. Carnegie in his gift.

"The result up to this time is the exclusion from the approved list of about nine-tenths of the colleges of the country. The test applied seems to be a purely formal one, as a number of the accepted institutions are thoroughly well recognized as denominational in their sympathy and relationships, while others, fully as free from sectarian bigotry, are excluded purely on some question of organization. Much unrest has arisen among the colleges because of this seemingly arbitrary division, and several movements are under way to bring more urgently to the attention of the trustees of the foundation, and of Mr. Carnegie himself, the justice and wisdom of some modification of the present plan.' "

* * *

The American Board of Commissioners for Foreign Missions which has been

**Report on
Education in
Africa and China.**

making an investigation of the question of the effect of education upon the natives

of South Africa gives out the following statement:

"Just as some people in the United States claim that the Negro will be spoiled if he receives an education, so there are critics of schools for the natives in South Africa. Travelers are told over and over again that the missionary is the curse of the country, that a Kaffir who wears boots is never worth employing, that education spells the ruin of the native and that the great majority of educated natives turn out to be criminals. These and similar sentiments are expressed on ship-board, and by men on the street. Even a member of the Natal Parliament said in one of its sessions that missionaries are the curse of South Africa. It is not strange, therefore, that the popular verdict in reference to the value of education among the natives is, in many places, an adverse one. Now what are the real facts in the case? Is it true that the ranks of criminals are recruited from the pupils of the mission schools? If so, the Christian men who are devoting their lives to teaching those black boys would better throw up their job and go home.

"In order to find out the exact truth, a careful investigation has recently been made concerning the students who have been connected with Amanzimtote Seminary, a high-grade school for young men established by the American Board in Natal. This is the oldest missionary society in the United States and is supported by the Congregational churches. The result proves the truth of the old adage, that "a lie will travel round the world while truth is putting on its seven-leagued boots." About twelve hundred, all told, have been connected with the school, and stay varying from one term or two to five or six years. There are now living over eight hundred of these pupils whose lives can be traced, and the most diligent inquiry concerning them shows that only eleven of this number have ever been convicted of crime. Sixty of the graduates are now engaged as teachers in the schools of South Africa; one of them, Rev. John Oube, by his own enterprise, has organized and is carrying on successfully a Christian industrial school. He is also editor and publisher of a leading native paper. Another graduate has recently obtained the degree of A. B. from Columbia University, and in addition has won the coveted prize in oratory, taking as his subject 'The Regeneration of Africa.' The investigation made it clear that ten per cent of the lives of the young men, judged both morally and industrially, might be called worthless; twenty per cent are good workers, but not Christians; while seventy per cent are reliable men, a credit to the school and to the Church. Can our preparatory schools for boys in the United States make a better showing than this?

"In order to ascertain whether the boys from the mission schools were giving satisfaction, these definite questions were sent to their employers with the request that perfectly frank answers be returned: Are these boys good workers? Are they respectful? Are they trustworthy? How do they compare with the raw Kaffir? The men to whom the questions were sent represented various lines of business. They were grocers, tailors, carpenters, shoemakers, electricians, also lawyers, contractors and financiers. Out of forty-

seven boys unqualified approval was given of forty-four. The Yost Typewriter Company replied, 'Rattling good boy, best boy in the place; well educated.' A railroad official said, 'In every way a most trustworthy native, well educated and very respectful and honest. Have known him ten years, having had him with me in Natal, Rhodesia and Transvaal.' The superintendent of native labor on the Colonial South African Railroad, who had hundreds in his employ, gave this remarkable testimony: 'These two boys are among the very best we have. Solution of whole labor question is in handling of the men. When there is trouble with the native, nineteen times out of twenty the fault is with the white man who is in charge.' Statements like these from men who are in a position to know, and who hold no brief for missions, furnish the best possible refutation to the falsehood of a retired government official who wrote to an English journal that 'eighty per cent of the pupils turned out as educated in mission stations have turned out criminals.' No wonder that he declined to accept a public challenge to prove his statements! Does not simple justice demand that the real facts be made known?"

The American Board has this to say regarding the education of Chinese women:

"'It is the sense of this meeting that girls should not be taught the last part of the arithmetic.' Such is the record to be found in the minutes of a meeting of the school committee in a certain New England town as late as the middle of the last century. What an advance since then, both in public sentiment and in the provision made for the education of girls in the United States! But progress here is a snail's pace compared with China during the same period. Because there, for centuries, female children have not been considered even worth counting. Ask a man how many children he has and he will tell you only the number of his boys. As for educating girls—why,

one might as well try to teach the pigs! The influence of the mission schools, however, has wrought a radical change. The quality of womanhood developed in them has been an object lesson which the Chinese could not resist. Consequently the government has recently given orders that primary normal schools be established in certain important centres; foreign as well as native teachers are employed. Some of the regulations are rather novel. For instance, pupils are forbidden to wear silks, satins, or jewelry, or to use cosmetics. A simple dress is made obligatory. Evidently vanity is to be nipped in the bud with the new generation of Chinese girls. The imperial regulations also provide for physical culture in the shape of a gymnasium and exercise grounds. The cruel and injurious practice of footbinding is prohibited. Some of these schools are endowed by the wives and daughters of old-time conservative princes.

"Such are the fruits of patient seed-sowing by the early missionaries. Amid bitter opposition they began by open day schools for little girls and kept steadily on till Christian colleges for women became an accomplished fact. One of the oldest and best of these is the Girls' College at Foochow, which was started by the American Board, the agency of the Congregational churches, as a small day school. For many years great difficulty was experienced in securing pupils. Now its graduates are in demand to fill positions as teachers in schools of every grade from the kindergarten upward, as nurses in hospitals, and above all as wives of Christian men in the homes. Efforts have been made in a few cases to meet this demand by sending picked girls to America to be educated. But the ideal training is an education in her own land. Excellent as the new government schools may be in some respects they are weak in that upbuilding of character which has made the educational work of the American Board, and other missionary societies, such a powerful influence for good."

OF CURRENT INTEREST

THE SCHOOLS OF JAPAN.

It has often been declared that it was the German schoolmaster who had won the great victories of Koeniggratz and Sedan and thus established the German Empire. In analyzing the factors and forces that have made Japan so suddenly a great world-power special emphasis is also being laid on the general culture of the people and the rapid spread of the educational system throughout the country. Professor Warneck, of the University of Halle, the leading mission authority in Germany, declares that the schools of Japan have been prime factors in this process of national regeneration. In the *Alte Glaube* of Leipsic, No. 39, Dr. J. Flad, a well-known authority on Oriental affairs, and particularly those of Japan, enters into a detailed discussion of this interesting topic, and from this source we reproduce the following. After speaking of Japanese imitativeness in other lines, the writer says:

"In the educational department also Japan has not been creative, but eminently successful in imitation of Western ideas and ideals. They have been very apt pupils and know how to adapt what they learn from others to their own wants and circumstances. Japan also thoroughly understands what an all-important factor in its prosperity its educational system is, and for this reason, with the extension of its power and influence on the Asiatic mainland, it also extends its schools.

"Already in 1900 no less than 81.48 per cent of the children of Japan of a school age actually did attend. In the case of boys it was 90.35 per cent.; in the case of girls, 71.73. According to latest government reports Japan in 1906 had 27,383 elementary schools, with a teaching corps of 150,301, and 5,154,113 pupils. In addition there were 266 secondary schools of all kinds, with 4,817 teachers and 100,853 pupils, male and female; and, further, 64 normal colleges,

with 1,103 professors and an enrollment of 16,373. Technical schools for business, agriculture, forestry, navigation, etc., existed to the number of 1,838, with 13,300 instructors and 110,091 in attendance. In addition there were 92 special high schools for girls and young ladies, with 28,191 pupils. The Japanese Minister of Education had direct supervision over 2 universities, 3 higher normal colleges, 13 higher technological institutions, 1 art school, 1 musical school, and 5 normal lyceums, with a total enrollment of 19,540. In all, Japan at present possesses 32,619 schools of all grades, with a total teaching corps of 171,097 and an attendance of 5,567,008."

The Christian missions, especially those from England and America, have been a leading factor in the establishment and spread of this vast network of schools. This is openly recognized by the Japanese themselves.

The Japanese authorities are modernizing their methods as rapidly as possible. The Chinese script has disappeared entirely from the modern schools of Japan, altho this cumbersome method of writing was exclusively employed there for centuries. In books of a popular nature the more simple system invented by the Japanese is used, but in scientific works the Chinese signs, which are known practically to every educated Japanese, constitute about one-half of the text. In order still further to simplify the system of writing a "Romaji Kai," or a "Roman Alphabet Society," has been active in Japan in recent years, the purpose being to introduce the Roman alphabet throughout the Empire; and rapid progress is being made.

A notable feature of the Japanese school system is the persistent and determined effort to make these schools the means for military education and for the growth of a boundless patriotism. Military exercises of various kinds constitute a fixed part in the curriculum of every school, and the boys are comparative-

ly good soldiers by the time they have finished the common school. When a teacher asks a pupil, "Who is the happiest man on earth?" his answer will be under all circumstances, "The patriotic citizen who draws his sword for the defense of his country." In answer to the question, "Who is the greatest man on earth?" a Japanese boy is taught to say, "Admiral Togo!"

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REACTION AGAINST CO-EDUCATION.

Alumni of Wesleyan University, Middletown, Ct., are said to be working to make the choice of a new president and the beginning of a new administration an opportunity to put an end to co-education, a policy which has been losing in esteem for the past decade.

Undergraduate and younger alumni opinion is not likely to control in a matter like this. It is conceded that a substitute must be found for the present plan which will give the women all the opportunities they now have save association with the men in the class rooms, and this practically involves the creation of a separate college related to Wesleyan as Radcliffe is to Harvard. This requires money; and it remains to be seen whether the money to make the new plan workable can be had, assuming that the plan finally commends itself to the trustees and the new president.

The reaction at Wesleyan is like that at the University of Chicago; but it has not made its appearance at the great state universities of the interior and the West or at Oberlin, and, consequently, it is the more difficult to account for it or to predict what the outcome will be.

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CHINESE CIVIL-SERVICE SCHOOL.

Consul-General James W. Ragsdale transmits the following report from a Chinese newspaper on a proposed school for officials in Tientsin:

"Viceroy Yuan is going to establish a K'ao-lien Chu (examination hall) inside his yamen in the city of Tientsin for the education of Chinese officials for Government appointments in North China. The proposed hall will be divided into five departments, namely: Experience and education; writing Chinese composi-

tions upon modern subjects; moral conduct; foreign and Chinese law, and speaking and writing. The object of the viceroy is to prevent ignorant, uneducated officials from getting appointments in Chihli. Both civil and military officials will be admitted into the hall."

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NEW YORK'S VACATION SCHOOLS.

More than twenty-eight thousand children took advantage of the vacation schools this summer in Manhattan and Brooklyn, but 7000 were refused admittance because of insufficient accommodations. Thirty-one schools and sixty-three play grounds were opened for the vacation course.

One of the most interesting subjects taught in the summer schools is chair caning. First aid to the injured classes have become immensely popular among the little girls of the east side, who are taught to apply bandages and to administer restoratives. A teacher or assistant is made the subject for the clinic.

Another comparatively new idea which was being widely developed this year was gardening. First of all there came instruction in planting seeds. For this purpose three large plots of ground were given over to the children, two in Brooklyn schoolyards and one in Manhattan. These plots were divided into many tiny gardens, each of which was assigned to a single child. The pupil would then plant it, cultivate it, harvest it as his own and take home the fruits of his labors.

Eleven roofs on as many schools were opened by the board of education, on which residents of the neighborhood found cool and delightful places of retreat in the evening. On each roof was a brass band composed of six men and a leader, the asphalt-covered roof furnishing a safe and cool place for dancing. Selected teachers from the board of education were in charge at all times. Nurses are kept in attendance at the various playgrounds devoted to women and children to give demonstrations relative to the proper care of babies, including their bathing, clothing and feeding.

Another interesting feature of the

summer work is the idea of sending groups of children off on historic excursions in company with an expert.

* * *

UNIVERSITY OF PENNSYLVANIA EMPLOYMENT BUREAU.

The frequent appeals to the University of Pennsylvania for assistance to a college education suggested the advisability of establishing a bureau of self-help for needy students. The functions of this bureau are twofold: First, it is instrumental in placing needy students in touch with people interested in their welfare and anxious to offer them temporary employment; second, it affords the public an opportunity to engage high-grade help at a more reasonable rate than otherwise. In addition to offering to young men of exceptional ability and limited means the advantages of a college education, it acts as a bond of sympathy in the community and stimulates local interest in the growth of the University. Indeed the citizens of Philadelphia have responded so nobly to our solicitations for their cooperation in this movement that the success of the University Employment Bureau has been phenomenal. The following facts from last year's annual report will give some conception of the work accomplished by this organization:

During the school term and vacation of 1905-6, 238 students applied to the University Employment Bureau for work. By departments this number is divided as follows: 125 applicants from the college; 56 from the Medical School; 26 from the Dental School; 26 from the Law School, and 12 from the Veterinary School. With this available number of applicants 294 positions were filled. The time devoted to work varied from a few hours daily during school time to a couple of months in summer vacation.

The total amount of students' earnings for last season was \$25,160. This is a general average of about \$86 per man. The largest earnings of any student were about \$250. About fifty positions were lost to the bureau either from want of qualified applicants or lack of time on their part.

NEW RECORDS MADE IN COLLEGE ATHLETICS.

The greatest year in the history of college sport has been the academic one of 1906-1907. In nearly every one of the events East and West new records were either made or the quality of the sport was exceptionally high, and all this was accomplished in spite of great opposition from the official heads of many universities.

In the East championships were decided in 20 distinct sports—the greatest number on record. In the West the number was far less for the reason that many of the sports fostered in that section are not strong enough to bring about intercollegiate meets.

The number of championships won by Yale during the year has been remarkable. Yale stands first in six sports. Next comes Princeton with two championships and two ties. Pennsylvania and Cornell are tied for third position.

Counting each championship as 1 the standing of the various universities of the East would be: Yale, 6½; Princeton, 3; Pennsylvania, 2½; Cornell, 2½; Columbia, 2; Annapolis, 1; New York university, 1; Harvard, 1, and Johns Hopkins, 1.

The Yale men were first in basketball, golf, water polo, tennis and wrestling. Then they divided honors with Princeton in football. Princeton won the swimming honors and tied for first place in both football and baseball.

Pennsylvania was first in track athletics and cricket and tied with Brown in the triangular chess tournament. Cornell won out in rowing and cross-country and tied with Princeton in baseball. The only other institution to carry off more than one championship was Columbia, the New Yorkers winning the bowling championship and first place in the quadrangular chess tournament.

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THE WORK OF ONE NEGRO WOMAN.

A remarkable representative of the Negro race is now in this State, says the Boston Transcript, for the purpose of getting subscriptions to enable her to get on a step further with her school for girls at Daytona, Fla., Mrs. Mary Mc-

Leod Bethune. She is the child of former slaves, and one of sixteen children. When she was seven or eight years old, she was selected as a beneficiary of a good woman from the North for education. All the family had to work to keep the household, and she had her daily task to fulfil in the field. In order to accept the opportunity offered her, Mary got up before sunrise and worked out part of what she had to do, then walked three miles to the mission school, and on her return in the early evening she finished her task. This was her life for several years. She continued to pursue her education, working her own way; from Scotia Seminary at Concord, N. C., she went to Chicago, and on a scholarship entered the Moody Bible School, and was graduated with honor. She took up the profession of teacher.

Three years ago she began the school at Daytona. She was led to this place because all the way south from Jacksonville she found that there was nothing of the sort, and the young Negro girls were growing up without any training to make them good women and good citizens. She began in the most humble way, gathering the girls together and teaching them the rudiments—the three R's—and the practical exercise of household work, sewing, washing, cooking and so on. It has been a ceaseless struggle for the means to go on, but she has begged money, as every builder of such an enterprise must do in the South.

Now she has a boarding school of sixty-five girls from Florida towns on the east coast for many miles around—Orange City, Palm Beach, San Mateo, Fernandina, Palatka, Miami, Sanford, Ormond, Starke, Eden, Micanopy, Live Oak—even from Jacksonville and St. Augustine. She has one building occupied and the growth of her school has made necessary another, for which she has raised money enough to put up the structure, but nothing more. She is now trying to get \$2,000, with which she can make it habitable before the school re-

opens, Sept. 30. This is not all that is needed, of course; money is wanted to pay the teachers, to provide furniture, to give help to poor students. Mrs. Bethune herself has no salary, nor does she ask anything for herself.

One should hear her describe her furnishing of her first house, with packing boxes, draped in concealing cotton cloth, for tables, washstands, desks; with shelves set in for bookcases, with hooks placed for wardrobes—all those provisions which we smile at when used for a camping home in the woods, but here a serious preparation for the very life of girls that have nothing—and yet they pay their small fees. They appreciate the advantages, and they improve them. The school is in the Negro settlement of Daytona known as Midway. It is 110 miles south of Jacksonville on the East Coast Railway, on the Halifax River. It is entirely a Negro enterprise.

The work done there is not only that of the school proper. Mrs. Bethune also maintains a Sunday mission at which from 250 to 300 boys and girls are taught religious life, without any sectarian bias, the Bible the textbook, and referred to in the school as well as the mission. She has organized a "loyal temperance legion" for children, and says it is "a blessing to the entire town." There is a Woman's Christian Temperance Union branch, a King's Daughters circle; and at the midweek prayer meeting it is sought to reach also the young men of the community. There are six teachers, besides Mrs. Bethune herself. The simple, practical teaching which has been described is all that is attempted, but Mrs. Bethune does not believe that industrial education is all that the Negro should know; she holds that the Negro, man or woman, should be given the opportunity to make of himself or herself the most possible, just as the white person is given that opportunity. Her own work, however, is marked out by herself on the lines indicated.

AROUND THE CAMPUS

For a number of years past the Yale Club of New York has appointed a committee on business information, the purpose of which, briefly, is to put the man in touch with the job and the job in touch with the man, says the Alumni Weekly. The commercial demand for young graduates in New York is doubtless much stronger than is realized by those who have not had experience with it. A number of large offices, such as banking and brokerage houses, have left with the committee standing orders for men at all times. In cases like this the initial salary is, of course, small. The firms desiring men are not in the business for charity, but they realize that they can get intelligent assistants who will work very cheaply for the first year or two and whom they can know something about by applying to a college business information committee.

During the last year the committee has found positions for about fifty men; the year before it had found positions for about thirty-five. It has had continuously on its list a large number of applications which it could not fill, some of them requiring special knowledge of men who have had years of training. It is hoped that both parties to this arrangement—on the one hand employers, on the other hand graduates, young or old, skilled or unskilled—will realize the possibilities which it offers, and will call upon the committee freely.

* * *

The North Carolina College of Agriculture and Mechanical Arts, West Raleigh, N. C., open their fall course in textile education on September 25 next. This institution has just issued a booklet, giving a syllabus of the curriculum offered to prospective students and describing the equipment of the various departments. The school building is a typical mill building in construction, and is fully equipped with all the necessary machinery for manufacturing cotton yarns and fabrics from the bale to the

finished product. The college year begins September 25 and ends May 27. The average cost for the whole year, including board and all necessary expenses, is about \$230. A number of free scholarships are available for students taking the textile course.

* * *

The chapel of the Naval Academy, which forms the crowning architectural feature of the group of structures of the new academy, is rapidly nearing completion, and arrangements have been made for the installation of some of the many memorial windows which will be placed there. One of the first memorial windows will be that to the late Admiral David D. Porter, who served as superintendent of the academy from Sept. 9, 1865, to Dec. 1, 1869. The memorial will be placed by the members of the class of 1868, who were under instruction at the academy throughout the entire administration of Admiral Porter, for whom they cherish a strong affection. Another memorial of importance which will occupy one of the large windows will be that to Admiral William T. Sampson.

* * *

The Supreme Court of Kansas has decided that the city of Wichita, by its board of education, in the absence of statutory authority, has no right to exclude a child, by reason of its color, from any of its public schools.

The action was brought in the Wichita District Court by Mrs. Sallie Rowles on a writ of mandamus to compel the school board of the city of Wichita to admit her daughter, Fannie, to the Emerson School. In 1889 Wichita passed an ordinance providing separate schools for Negro children. The District Court refused the mandamus action by Mrs. Rowles. She appealed to the Supreme Court. The Court reversed the Sedgwick court ruling on this ground.

"It is certain that the city of Wichita is not authorized to maintain any grade of its public schools for the separate edu-

cation of its white and Negro children. The history of the legislation on this subject, from 1868 to 1905, amounts to almost a legislative declaration that, in the absence of an express grant thereof, no city or school district has any authority to discriminate against any child or to deny it admission to any public school thereof on account of its color."

* * *

An action taken by the board of trustees of the Iowa State college ends one of the time honored and student loved customs of the college. Never since the school began its existence in 1863 has there been a time when there has not been some sort of dormitories for both boys and girls, but the action of the board in condemning the east cottage and granting the west cottage to the sanitary department for use as a hospital ends substantially the dormitory life of the male students at Iowa State college. Margaret hall, where the young women room and live together, will still be used for that purpose, and in the near future additions will be built to that building to accommodate the ever increasing volume of girls, but the boys have had their last revel in college dormitories.

* * *

Prince Victor Marayah, of India, whose father rules one of the provinces of the Indian Empire, has announced his intention of entering the Cornell College of Agriculture next fall. His father was impressed by the stories of Cornell which other Indian students there have spread about India, and thought a course there would do him good. The prince, who is an athlete, is to try for a place on the Cornell football team.

* * *

The Wyandotte Chautauqua Association's camp at Fairmount Park, Kansas City, is to be built in the form of a turtle when it is finally completed. The tents will be erected so as to outline the shape of the turtle, and in the middle, at the top of the turtle's back, will be the camp fire. This method of pitching camp is according to the old Wyandotte Indian tradition. According to the folk lore of the Wyandottes, the continent of North

America is built on the back of a gigantic turtle, and the turtle is one of their gods.

* * *

The American Missionary Association, New York, has devoted the last two numbers of its monthly magazine to accounts of the industrial work which is in progress in its schools in the South, for the colored people, which range from the common school in city and county to the university. It claims to have been the pioneer in industrial education for the colored people, beginning in Talladega College, Ala., and including now Fisk University, Nashville, Tenn., which more than any other of its higher institutions, has been devoted to the higher education. The A. M. A. has had a definite plan for promoting this department, alike in its secondary schools, in its normal schools, and in its colleges and universities, and when Hampton Institute, Atlanta University and Berea College assumed independence of its aid, they shared its sympathies and methods in providing industrial education. Fisk university has reintroduced technical training. It has a new building, Chase Hall, devoted to applied science, four new members of the faculty, and new departments of agriculture, domestic economy, mechanic arts, applied chemistry and physics.

* * *

President Boyd of the Louisiana State University, in a bulletin recently issued, announces the curriculum of the School of Agriculture that has been organized by the university and will begin its first session on the third Wednesday in September. A two-year course of instruction has been outlined, which it is believed, will be of great benefit to the young men of the State who expect to engage in agriculture.

In making the announcement Dr. Boyd explains that many young men interested in agriculture do not care to spend four years in taking the university course in agriculture, while others are not far enough advanced to meet the requirements for entrance to the college course. To meet these conditions the new school has been organized "for the

purpose of giving practical education to young men who are unable to pursue the full college course in agriculture." The curriculum appears to be entirely practical and calculated to advance the science of farming within the State. Tuition is free to citizens of Louisiana, and the annual expenses of the student for board, lodging, textbooks, etc., will be small.

The agricultural courses at the university, the work of the agricultural experiment stations and other facilities afforded by the institution have done much to improve farming methods in the State. The "scientific farmer" is no longer an object of pity or mild derision. The prejudice which formerly existed against him is rapidly disappearing and the new school, which is designed as a further auxiliary to successful farming in Louisiana, will doubtless prove its usefulness and win the hearty appreciation of the agricultural classes.

* * *

The North Adams (Mass.) Young Men's Christian Association will establish a technical school in textile work, with the cooperation of local manufacturers. Hand looms will be used, and there will be evening classes in the manufacture of cotton, woolen, worsted and silk yarns.

* * *

Because Charles Stoner of Stark County, Ill., was injured by hazers his father has begun suit for \$30,000 damages against William Pilgrim, William Real, Earl Lattin, Earl Hull, William Harwood and J. W. Starkey. It is said that Pilgrim and Starkey cannot be found. Young Stoner is in a serious condition from his injuries and may be a cripple for life. He was a student in the Bradford High School and was a leader in his class, but his studious disposition and quiet, reserved manner, irritated the young men of the vicinity and they planned to haze him. Stoner was bound and gagged and carried to the cemetery, where he was lashed to a tombstone. He struggled to escape, when one of his tormentors drew a revolver and threatened to shoot him. Then the

tombstone fell over on the boy and injured him severely.

* * *

The senate of New York University has announced that the courses in the law school, on Washington square, will be increased from two years to three years for morning, afternoon and evening sessions, beginning in 1909. The university has been offering its students the option of spending two years in the school and one year in a law office, or of taking a three-year course.

Under the new plan, however, thirty hours of lectures are to be required for the degree of LL.B., and the full three years' course will be the recognized term for prospective lawyers. An exception will be made in the case of students especially equipped by reason of preliminary education or maturity of age. The new regulation applies to those entering in the fall of 1909 and thereafter.

* * *

Some years ago the selectmen of the town of Hanover, N. H., decided, in their wisdom, to collect a poll-tax from every Dartmouth student of legal age, says the Boston Herald. The boys said nothing to this, but quietly decided that if they paid taxes they would also vote. So they turned out in full force at the annual meeting. Having strength enough to secure control, in less than five minutes they had elected students to the positions of moderator and clerk. Thirty minutes from the time the meeting was called to order, the town of Hanover had gone on record as having voted to build a school house 500 feet long, ten feet high and two feet wide, and to build a plank walk from Reed Hall, in Hanover, to Lebanon, in which town was a female seminary. Suffice it to say the tax collector did not trouble Dartmouth students for many years after that.

* * *

Statistics compiled for publication by the city civil service commission show that a large percentage of the college bred men and women fail to pass the ordinary examinations at the city hall, says the Chicago Inter Ocean.

It has not yet been determined whether that is a "knock" at the applicants or the civil service examination questions.

Sol Van Praag, who was identified with the saloon and restaurant business for twenty-five years, and who made one of the best records of any restaurant inspector in the city's service, says the questions asked by the former commission would drive a dog to drink. He also said that he could tell a dead duck when he saw it, even if he didn't know if Rameses wore a red wig or whether Nero played a banjo or fiddled while Rome burned.

The civil service officials are inclined to the belief that the applicants failed because they had their heads crammed with a lot of theoretical stuff and little of every day practical knowledge. For instance:

Three college bred persons failed to pass the examination for telephone operators.

Two college bred youths took the examination for second grade draftsmen, and both flunked. And, worst of all:

Thirty-six applicants with college degrees back of them took the examination for the position of third grade clerk, which pays \$83.33 a month. Nineteen of the thirty-six failed to pass the examination. They "fell down" on questions that are claimed to be just play for six and seventh grade grammar pupils. They had a little penmanship and some spelling, and the hardest word they had to spell, according to the commission, was "vacillating." The arithmetic consisted of a few simple propositions in fractions and an example in simple interest.

It is proposed in the city hall that the examination questions be forwarded, together with the statistics on the percentage of failures among the college bred applicants, to the heads of several colleges, with the suggestion that there is something radically wrong, either with the curriculum or the students.

* * *

Talking with an American who, after a four years' course at Harvard, spent two years at Oxford, I learned some facts about life at the great English uni-

versity that surprised me, says Julius Chambers. Eighteen hundred dollars is the least that will carry a man through the college year. The \$1500 per year apportioned to the holders of Rhodes scholarships has proved inadequate, and as the property left by the South African millionaire to provide the money for successful candidates has enormously increased in earning capacity, the trustees are likely to advance the stipend to \$2,000.

Extravagance among students, as seen in some American colleges, is unknown. The young men are expected to live alike. Social life is cultivated and small groups exchange invitations to breakfasts and dinners. Fellows and other members of the faculties are frequent guests, bringing the men into friendlier relations with their teachers.

When Great Tom tolls in Christ Church tower all lights must be doused.

* * *

The changes wrought in educational methods affecting girls are bewildering, says Mrs. Florence Best Harris. When residing in Japan twenty-five years ago I was at great pains not to learn any borrowed Chinese words, except those in most common use, lest the unfamiliar sounds, like those of our own Latin and other borrowings, might confuse my feminine listeners. Returning after this long sojourn in America, to Tokio—with its woman's university, its varied schools for girls, from the kindergarten upward—I find that the pure Japanese, like our simple Anglo-Saxon, is insufficient even for daily use. "New occasions" have brought new words, as well as "new duties," and the ordinary educated girl must borrow from the Chinese, as did her educated brother of old Japan, in order to give clear expressions to her thoughts. So late as the beginning of 1904, more than 89 per cent of the girls of the empire were in school, and of these, over 101,000 were attending high schools and special schools of various kinds.

* * *

Sir William Treloar, the lord mayor of London, and the aldermen and councillors who were with him on his recent

trip to Germany, visited the remarkable institution founded and carried on by the municipality of Charlottenburg, a prosperous town of a quarter of a million inhabitants, which forms the western part of greater Berlin, but is a separate borough. This is the "school in the woods," where in the spring, summer and autumn months sickly children receive every morning and afternoon lessons in the open air. The school consists of a large enclosure in Grunewald forest, on the western outskirts of Berlin, where there is the purest fresh air, and the pine trees provide plenty of shade for the pupils of both sexes, who are selected from the elementary schools of Charlottenburg by medical men.

* * *

The future king of England was sentenced recently to "defaulter's drill" much to the amusement of many young mothers whose sons are cadets at Osborne College, Isle of Wight. The Prince of Wales, when he heard of it, enjoyed the news almost as much as when he heard that his son had suffered his first "licking" and got a black eye after a few days' residence at the college.

Little Prince Edward is irrepressible. He is in such splendid health and spirits that he is not paying as much attention as he should to the "classes" indoors. The result, the other day, was that no amount of "hushing" on the part of the instructor during a mathematical class could make him keep quiet, and he continued to talk and laugh with his companions until he was ordered out of the room to receive punishment. The latter consisted of an hour at hard drill while all the other boys were playing cricket. The punishment created something of a sensation among the other boys, but the superintendent has received very strong instructions from the Prince of Wales that his son is to be punished on all occasions exactly the same way as the other cadets. Prince Edward's greatest ambition now is to be a skilled ship's engineer, and he is most happy when in the bowels of a warship.

* * *

In anticipation of the opening of the new domestic economy building of

Teachers College, New York City, ground for which will probably be broken this month, a committee of the faculty is preparing a comprehensive statement of the problem of classification and terminology in the field of education for the home. The report will be widely distributed among educators, with requests for suggestions, in the hope of arriving at a general acceptable plan.

* * *

Consul-General J. W. Ragsdale, writing from Tien-Tsin, March 11, reports that the Throne has approved the suggestion of the board of finance that the first year's expenses of the new military schools be defrayed from the sums realized by the collection on Government stores, and from the moneys obtained from customs collections at Newchwang and handed over to China by the Japanese, and from those recovered from the Russians. The Government stores collection amounted to 1,500,000 taels, while Japan and Russia handed over 240,000 taels and 360,000 taels, respectively. In future the expenses of the schools will be met from the sums collected on Government stores.

* * *

A town in America without a school-house of any kind! There is one, says the *New York Globe*. It is Fort Payne, Ala. Although there are two hundred children of school age there, "the sound of the school bell is not heard." The reason is that the town lost its building by fire several years ago and is unable to build one. Its total revenue received from direct taxation is less than \$1,500, and its revenue from all sources is less than \$2,500, all of which is spent for streets, police protection, and other expenses of government.

As the town is collecting taxes up to its constitutional limit, some other method of raising funds than by taxation has been found necessary. A number of merchants in the town have, therefore, issued an appeal for financial aid in building such a school-house for the 200 pupils now deprived of school advantages. They have raised among themselves \$2,750, besides a donation of the

site for the building. At least \$5,000 is required.

In their appeal the merchants write:

"Of whatever donation you will make us advise Charles M. T. Sawyer, of this town, who will place your name on the subscription list, to be called for when a contract for the building has been awarded, and the contractor bonded."

* * *

The annual register of Lehigh University, South Bethlehem, Pa., shows an attendance of 708 students from thirty different State and nine foreign countries. Pennsylvania leads with 412 students. New Jersey, New York, and Maryland follow with 57, 56, and 55, re-

spectively. Twenty-two students come from Washington, 15 from Massachusetts, and fourteen from Virginia. Other States are represented with less than 10 students. The students are divided by courses as follows: Arts and sciences, 43; civil engineering, 209; mechanical engineering, 165; mining engineering, 110; metallurgical engineering, 5; electrometallurgy, 9; electrical engineering, 113; chemistry, 22; chemical engineering, 32. There are 13 graduate students, 111 seniors, 127 juniors, 183 sophomores, 253 freshmen, 4 special students, and 17 summer-school students who did not matriculate in September. This is the largest registration in the history of the university.

THE KINDERGARTEN MOVEMENT IN THE UNITED STATES

The meeting of the International Kindergarten Union, in New York City, April 29-May 3, is a vivid reminder of the growth and extension of the kindergarten system in the United States. It is a little more than half a century since Dr. Henry Barnard, one of the pioneer enthusiastic advocates of the kindergarten idea, in his report to the Governor of Connecticut, characterized the kindergarten, as exhibited in the London and Hamburg examples, as "by far the most original, attractive, and philosophical form of infant development the world has yet seen."

Dr. Barnard became the first United States Commissioner of Education, and it is natural to find him emphasizing in his reports to the Senate the need and value of the kindergarten as part of the great public school system.

It is not generally known, perhaps, that the first kindergarten in this country was, it is claimed, established in 1858, at Columbus, Ohio, by Miss Caroline Louise Frankenburg, to whom belongs the honor of being the Nestor of American Kindergartners. Among the little students in that historic school was

Wilson L. Gill, founder of the School City system of public instruction.

Kindergartens were established in Hoboken, N. J., in 1861, and in New York City in 1864. But it was not until Miss Elizabeth Peabody, of Boston, took up the work that the movement received the impulse which gave it national prestige. Miss Peabody, like many others, at that period opened her kindergarten without special training. With characteristic humility and good sense, realizing her shortcomings, she gave up her tentative labors to go away and study. The same year, 1867, in which Dr. Barnard assumed his duties as head of the new Government National Educational Bureau, found this simple, earnest pioneer American kindergarten exponent in Europe studying the kindergartens as instituted by Froebel. A year later she returned, to establish kindergartens with the full and enlarged conception of all that the idea involved for child culture and for the teacher; and to give a lasting and elevating impetus to kindergarten advance in America.

The idea of starting kindergartens was talked of in Milwaukee as early as

1853, it appears, through the interest of Mrs. Carl Schurz, who had studied the system in Germany, and who had infused Miss Peabody and others with her enthusiasm. A so-called kindergarten was conducted in Chicago as early as 1865. But nothing permanent and really scientific was established in this country until after Miss Peabody's return from Europe—the great need being naturally for properly trained kindergartners.

It was in 1870 that the first kindergarten training school in the United States—that of Mme. Kriege—was opened in Boston. During that year Miss Peabody lectured on the system before the senior class of the Normal College, of New York, and the year is notable as being the date of the establishment of the first charity kindergarten in America, in connection with the Poppenhusen Institute of the Conrad Poppenhusen Association, at College Point, N. Y. It is an interesting fact, too, that in 1870, the first public school kindergarten was opened in Boston, which was, unfortunately, discontinued after several years' successful operation, for lack of funds.

Two years later, Miss Marie Boelte (Mme. Kraus Boelte), a gifted pupil of Mme. Froebel, conducted a private kindergarten in a young ladies' seminary and the following year instituted an independent kindergarten and normal class. The same year, 1873, Miss Susan E. Blow started the model kindergarten training school in St. Louis, which has been a centrifugal center of Kindergarten influence and extension ever since. The latent kindergarten sentiment in Wisconsin bloomed that year by the opening of the first public kindergarten in that State.

It was not until 1874 that the kindergarten came into flourishing existence in Chicago. It began with a private kindergarten in the home of a devoted mother and trained kindergartner, Mrs. Alice H. Putnam, who formed a study class and drew other mothers into it, and who is largely responsible for the establishment of the kindergarten in the public schools of Chicago.

In 1876, through Mrs. Putnam's in-

fluence, the first free kindergarten in Chicago was opened in the rooms of Dwight L. Moody's church; and in that year, through the Children's Charitable Union, the first free kindergarten was opened in New York City.

The year 1877 is signalized by a remarkable advance in the extension of the kindergarten in New England, through the inauguration of the notable group of free kindergartens carried on by Mrs. Pauline A. Shaw, of Boston, the public-spirited and philanthropic daughter of the great naturalist, Agassiz, who for eleven years maintained kindergartens numbering as many as thirty-one in a single year, under the general direction of the gifted and able kindergartner, the late Laliah B. Pingree. These kindergartens, it should be noted, were afterwards taken over by the Boston Public School Board.

A year later, 1878, the Rev. R. Heber Newton instituted the first church kindergarten at Anthon Memorial Church, New York City, and Prof. Felix Adler led in the establishment of the first kindergarten by the Ethical Culture Society.

It was in the summer following that Professor Adler carried the kindergarten idea to the Pacific Coast, where it was so enthusiastically received that the San Francisco Public Kindergarten Association was formed and incorporated at once, its efficient organizer being the talented author and kindergartner, "Kate Douglas Wiggin," now Mrs. Riggs, then Miss Kate Douglas Smith.

The year 1879 is marked by the first published translation of Froebel's original "Mother Play"; the work of Miss Josephine Jarvis. In that year, too, Kindergarten Associations for the extension of the kindergarten in public schools began to spring up.

Cincinnati and Philadelphia came into line, each society beginning with a single free kindergarten and increasing the numbers until the entire group was taken over into the public school system. In 1879, too, the late Mrs. Sarah B. Cooper began her good and great work for kindergartens in San Francisco.

The last two decades of the nineteenth century were years of definite and per-

manent growth for the kindergarten, which had attained a solid base of popular acceptance and appreciation. In 1880 the Winona, Minn., State Normal School was equipped with the first kindergarten and kindergarten training department. The State of Wisconsin also adopted the idea for its normal school. The California Training School, of which Kate Douglas Wiggin was founder, and director for ten years, was instituted in 1880.

The public school board of Milwaukee, Wis., adopted kindergartens in 1882, which marked a new era in the extension of public kindergartens among schools of the Middle West. In 1887 Philadelphia formally accepted the kindergarten as part of the public school system; Boston followed in 1888. At the close of the decade there were forty free kindergartens in San Francisco, chiefly maintained by the association founded by Mrs. Sarah B. Cooper, which leads all others in the number of kindergartens instituted and in its contributions for the good work.

It was not until 1899 that New York City began the great organized movement for kindergartens, which has now surpassed that of any other city. The first kindergarten of the New York Association, Richard Watson Gilder, president, was opened in 1890.

In 1891, the five Leland Stanford, Jr., Memorial Kindergartens of San Francisco were endowed by Mrs. Stanford, who gave \$100,000 for the purpose. In 1892 the International Kindergarten Union was formed at Saratoga Springs, N. Y.

In 1893 the public schools of New York City were increased in efficiency by the addition of kindergartens. Kindergarten literature was given a notable addition in 1894 by the publication of Miss Blow's first book on Froebel's system, "Symbolic Education," followed a year later by the translation of the "Mottos and Commentaries of Froebel's Mother Play."

It was in 1896 that Teachers College, Columbia University, set a new standard for kindergarten training, placing it on the college basis and requiring four years' course after the high school, a plan now followed by the University of

Chicago and other higher institutions.

Kindergarten practice has been greatly improved by the preparation of a definite plan of instruction suggested by Miss Blow, and by the production of Froebelian songs and plays, and other contributions to kindergarten instruction, with expositions of the philosophy of Froebel and of the Child Study and Child Training principles.

In 1898 the number of kindergartens reported by the Commissioner of Education was 2,884, with 143,720 pupils in 189 cities, of which 1,365 were public, with 95,867 pupils.

Four years later the number of kindergartens had risen to 3,244 with 205,432 pupils, of which 2,202 were public school kindergartens in 289 cities. The number of private kindergartens has been reduced to 1,042. In 1903 New York City had 404; Chicago, 113, and Philadelphia 197 public school kindergartens. In 1904, New York listed 449, in 1905, 491, and in 1906, 549 public kindergartens, in addition to those maintained under private and charitable auspices. In September, 1907, Brooklyn will observe the tenth anniversary of the introduction of public school kindergartens which number 217 with 7,913 children. Queens County has 93 kindergartens with 2,642 children enrolled. These 310 kindergartens, it is pointed out by Miss Fanniebelle Curtis, who has directed the work from the beginning, cover a territory of 207 square miles, represent every nationality and condition, from the most congested centers with their foreign population to the suburban districts with kindergartens set, as they should be, near fields and woods.

The influence of the kindergarten is an irrepressible and accruing achievement. The change that has infused the principle of self-activity into all educational work in America, from the earliest instruction to the university, is freely credited to the kindergarten. It represents the fundamental idea of all the educational reforms of the last half century, and an idea which may be regarded as still in the burgeoning period of its expansion and growth.—*Jane A. Stewart, in the School Journal.*

STUDENT LIFE IN SPAIN

By B. F. Bourland

There are in Spain eight universities—at Barcelona, Granada, Madrid, Salamanca, Seville, Valencia, Valladolid and Saragossa—but here I am reminded of the French student who essayed an examination at the Beaux-Arts. His question bade him describe the court costumes of the time of Francis I—of which he knew nothing—so after two short lines on the matter, he said: “But let us rather speak of the costumes of the court of Louis XIV”—and so went on. Unhappily—the examiners were industrious that year, and somebody read his paper—and our student was plucked. I would be honest from the beginning, and have no man think to find anything suggesting the title in these lines. Let us rather speak of other things, such as suggest themselves in fancy when one thinks of Spain—of scenery, and ruins and cities, and pictures and churches, and beggars, and princes, and bull-fights—and, by the way, the *corrida* is not so far from my mishandled subject that I may not begin with a bull-fight story.

Throughout the summer and autumn of 1897 there were heavy rains in eastern Spain, and the little Guadalquivir overflowed the rich garden of Valencia, and there was much suffering, and many were homeless. Now the rector of the University of Valencia was a good and a charitable man, and he pitied these unfortunates, and sought to help them. To that end he conceived a grand charity bull-fight at which the greatest *toreros* and the most exclusive bulls should take part, and which should furnish money and meat, and sport. *Pan y Toros!* So he left his university duties and began the arrangements. The project grew upon him, he grew enthusiastic, and he tore about through Spain, seeking. He went to Cordova to see Guerita, and dashed into Leon after Mazzantini, and he laid the best “ganaderias” of Andalusia under contribution for their choicest bulls. The day of the fight arrived, but somehow things did not seem to go well;

the fighters did not turn up, the bulls were slow—there was no fun, no multitude, no money. It was all a flat failure—and the minister of the interior, who has charge of such things, determined to stamp the whole thing with his disapproval. He removed the rector from his curule chair. This act aroused all Spain, and one of the lesser Madrilenian newspapers published a long article in praise of the ministerial deed. I passed the office of this paper on the day following. A yelling mob filled the street—the windows of the office were broken, and much of its furniture had been passed out of doors by ungentle hands. The mob was made up of Spanish students, and my meeting with it was my introduction to Spanish student life. I had sought the student before in the libraries of Madrid. I had even nosed around the university, but I had gone astray, it seemed. He was here, fighting in the street, and as I looked him over that day, and the day following, for the fighting was renewed, it seemed to me that he rather belonged where I had found him. He was not an encouraging sight from an academic point of view. He was young, thoughtless, very violent, rather surprisingly well dressed, and dirty with national dirt plus student dirt. So that he was very dirty.

So much by way of exordium. As my acquaintance with Madrid became more intimate I grew to know where to look for the student and to rather enjoy watching him. There were certain cafes that he frequented, there was the bull ring, and, to do him justice, there was the Prado gallery of a Sunday morning, and the symphony concerts on Sunday afternoons—and gradually, among the many readers in the libraries, one came to be able to pick out the students. There were never many of these, and, as far as I could learn from observation and inquiry, most of them were in physics, mathematics or medicine. The man-

uscript room of the national library was almost deserted, in spite of its wealth—one found there an occasional foreigner, or once in awhile some mournful Spaniard, copying for some foreigner, at so much a folio. At the academy of history it was much the same—the men at work there seemed distinctly of an older class, who had come for some special task. Aside from the nature of the student himself the reason for this is not far to seek. The Madrid libraries are splendid collections, but they are managed in a way that discourages the serious beginner. The material is there, but none of the tools, and the attendants in the general libraries unite a most charming willingness and courtesy to an alarming ignorance of books and writers and of all things bibliographical. There is nothing that they will not gladly do for you. They will even let a cigarette go out while they answer your questions; but they don't know—they never know. The national library at Madrid has full files of Don Quixote and Gedeon, but they have never heard of the Romania nor of the Zeitschrift. You may find a Cid manuscript, but you will ask in vain for Mila's work explaining it, and so it goes. So it is small wonder that studentkind comes rarely to the great building on the Castellana.

The Madrid student has no Bohemia of his own. He does not appear to create a student life as we understand it. He has no individual atmosphere. A German student, or even a Frenchman, is a student nearly all the time, wherever you may meet him. In Germany he is apt to wear his secret graven on his forehead. The Frenchman betrays his by violent devotion to some peculiarly unstable philosophy. The Spaniard is different,—when you are with him you have a never-failing desire to lose him in the universal race of small boys. He has no dignity of his own. I suppose that the causes for this are rather far to seek, for what has just been said of the Spanish student is very far from being true of the Spanish race. To my mind there are few things finer than an old *villano* of the Castiles or of Leon, quiet, narrow, unbending, often very ignorant, but honest and distinctly imposing, infinitely su-

perior to his compeer of Italy, and more attractive because more trustworthy than the French paysan. He is generous, too, after you have pierced his shell, and his offer of his home is not the meaningless formula of the city farewell. But it is not from his stock that the ranks of Spanish students are recruited. There is little to encourage the desire for higher education among the middle classes in Spain. When the climate speaks, it is to dissuade, and, as military service is not compulsory, there is not the artificial stimulus that causes the youth of northern Europe to make sacrifice of time and effort for the sake of learning. Compulsory military service is one of the watchwords of Spanish republicanism, and its adoption is not improbable. Its advantages and drawbacks in general are not our affair; but it can hardly be doubted that it would be a strong factor in disseminating ideas among the common people, for the matter would in such case inevitably come into the hands of those who could have nothing to gain in discouraging progress—which is now not always the case. I do not wish to be understood as foreseeing a second renaissance, or any systematic plan even of developing higher education in Spain along modern lines—it will take more to do than one can dream of; but some good may come soon, and a man sees more with one eye open than when he has both closed.

One is naturally led in many ways to draw bits of comparison between Spain and Italy, and we find ourselves mentally determining that Italian railways are better than Spanish, Spanish hotels altogether better than Italian, Italian beggars more offensive though less numerous than their Iberian brothers, and so on. And it is not easy not to extend the practice to things of the mind. There is no little virtue in examining a people with a view of seeing what they are doing to keep their traditions alive and to make their acquaintance with their own past and progress definite and accurate and profound; and here the Spaniards fail miserably in any comparative sense. While the Italian universities show men like D'Ovidio, Ascoli, Monaci, Rajana, real pioneers in the study of the

language of their country, Spain can offer but silence. If we except the brilliant literature work of D. Marcelino Méndez y Pelayo, to whose vast learning and unwearying courtesy every scholarly visitor to Spain is indebted in greater or less measure, it can be said that there is nothing doing. While the Italians are sending young scholars dialect-hunting in all directions, Spain has nobody to send, nor even the thought of sending. There is a good catalogue of the manuscripts of the Spanish libraries, written by an Austrian, paid for by the Vienna academy. A Frenchman has put together a good book on the Spanish dialects, Germans are doing the work of the Spanish grammar, and the best history of Spanish literature in Spanish is the translation of a work an American wrote fifty years ago.

These things being so, and they are so, it would be futile to ask of Spain student life, student traditions, a scholarly atmosphere. We in America are

still given to thinking of Spain as the land where students walk abroad—chiefly at night—clad in velvet and feathers, with doublet and hose, and sword, with a guitar, perhaps. The Spanish professor of our dreams wears a high conical hat, very strange spectacles and an uncommonly large nose, and reeks with snuff and the eozoic erudition of the schools. The reality is not quite so bad. The universities have lost the serious medieval devotion to form and do not seem to have caught a modern eagerness for truth. Their ways are not ours. So much we know, but we do not understand their ways. If we knew more of them, and they more of us, there would be much more mutual charity, I am sure, and a large measure of bitterness would have remained unspent. *Pero, basta.*

Pasé por la cabreriza,
Y allí me dieron dos quesos
Uno para mí y el otro
Para el que escuchare aquesto.

PEASANT UNIVERSITIES IN DENMARK

Rural education in Denmark averages above that of any other country in the world, and this class has so gained the ascendancy, that its dialect is the language of the Rigsdag or Danish Parliament. This unusual state of affairs is in the main due to the people's high schools, or (as they have been popularly named) the peasant universities, which come intimately in touch with the two millions of Danish people, and have eliminated illiteracy.

The vast system of schools owes its creation some sixty years ago to the efforts of a single man, Grundtvig, who believed that around the age of twenty-men and women manifest a desire to participate actively in life; and that along side of their routine work they should be encouraged to attain an education of a higher type under the guidance of those who had an educational message to convey. Grundtvig claimed that if the past achievements of man-

kind could be sympathetically unfolded to eager minds, a national culture would be a fact, and life would at all times serve as an efficient school. As an educational idea, Grundtvig's view was entirely original and Northern in character. It laid stress upon the teacher.

Grundtvig died without having realized his purpose; but several years later—in 1845—a professor of Danish literature succeeded in raising funds to carry out his idea of establishing a people's high school. Certain academic features that clung to his venture at once brought a protest against the distortion of Grundtvig's views, and an enthusiastic scholar named Kold established a model high school from whose work all traces of classicism and formality were removed. Plain talks in familiar fashion on useful subjects were the rule, having in view the awakening of the least receptive mind on the rude benches in the school room.

Despite the opposition of the older generation the idea gained ground. Little by little the farmers permitted even their daughters to seek the institution—not without misgivings respecting woman's emancipation and the like. In 1864 there were seven high schools of this character! in 1871, twenty-five; and to-day eighty dot a country which occupies only an area of 15,000 square miles, and 200,000 out of the 2,000,000 people of Denmark have visited some high school.

These "peasant universities" are located in or about small towns and villages. They usually occupy one or more houses of the same type. On the lower floor are lecture rooms, the dining rooms, a gymnasium, and, usually, the private apartments of the director and his family. On the upper floors are dormitories for the pupils, reading and conversation rooms.

Very little of what may be called special teaching takes place during the two terms of the calendar year; but pupils listen to five, six or seven lectures a day, and take part, besides, in such courses on horticulture, cattle-feeding, book-keeping, etc., as may be offered. Weaving, sewing and cooking pertain to the

girls' department. Subjects for the regular lectures are taken from history, geography, mathematics, hygiene, political and social economy, mythology, and the Bible; and countless subjects afford a basis for talks and discussions.

On the whole, the pupils are required to listen rather than to read, seeking after the advantage—as Grundtvig designed—of the living word over the dead letter.' And nearly all the high school pupils are excellent listeners, while the teachers are equally admirable lecturers. In addition, pupils and teachers get together on every conceivable occasion, and the teachers' houses are always open to the students.

The absence of examinations makes the pupil free and easy in his movements. The commencement exercises at the close of each school term serve to bring the students in touch with prominent men and women who gather from far and near, and whose talks are spurs to the young men and women ready to return to their home life.

It is finally to be noted that the system has developed teachers who have won European fame; but they resist tempting offers from without, and devote themselves to these Peasant Universities.

GENERAL COLLEGE NEWS

Gifts to American education have been on a grand scale for the last eight or ten years and never reached as great a total in a like period as in the last six months. Recently at Harvard the class that graduated twenty-five years ago gave the university \$150,000, and it was suggested that a similar jubilee offering be provided by the graduates of each successive class. The accepted idea in this country is that every American should have ready access to a thorough training and to the stores of knowledge on which it is based. Gifts of this nature have the merit of perpetuity. They do not simply meet some temporary demand. They perform their work century after century, and often carry a *large increment*.

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Chancellor James R. Day of Syracuse University has announced the receipt of \$100,000 from Mrs. Russell Sage for the new Teachers' College of Syracuse University. Some time ago the university purchased the Yates Castle, formerly the Longstreet Castle, built by General Longstreet, with fourteen acres of land, adjoining the campus. The bequest of Mrs. Sage will reimburse the university and provide for improvements on the property. Mrs. Sage formerly lived in the castle, and it is her desire that it be maintained, although it is not

compulsory for the university to conduct the Teachers' College in it.

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The trustees of Howard Payne College, Brownwood, Texas, have just purchased additional ground adjoining the college campus to the amount of \$7,600 for the purpose of locating a girls' dormitory thereon. The dormitory is to cost \$30,000 and the money therefor is already assured. This building, together with the \$15,000 wing nearing completion, will easily place this school in the front rank of Western colleges.

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The University of Illinois is planning for the dedication of its new auditorium in October or November. The plan includes the production of the works of the most eminent native-born American composer now living, under his own direction. A tablet in commemoration of the event will be placed in the hall. It is the hope of the university authorities to hold similar musical festivals in the future under the direction of famous composers of this and other lands, each of which will also be commemorated by similar tablets.

For the purpose of choosing the first American to be thus honored, about four thousand letters have been sent to capable music critics asking them to name three composers whom they consider most worthy of this distinction. If there is any substantial unanimity in the replies received, the choice will be determined in this way.

The auditorium is a handsome building architecturally, and will seat 2,500.

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ered to the Woman's College provided \$51,000 was paid into the treasury of the Woman's College on or before July 1, 1907. The Northern Synod guaranteed that one-half of the \$51,000 would be on hand in cash before July 1, and the Southern Synod had \$27,000 subscribed, so President Acheson's statement was fully sustained by the facts.

On June 29 J. A. Quisenberry, treasurer for the committee of the Northern Synod, notified the Fidelity Trust Company that his committee had on hand in cash \$25,500, being their half of the \$51,000 needed to secure Mr. Shuttleworth's deed and also sent a copy of this notice to Mr. Shuttleworth, July 1, passed without the other half of the \$51,000 being paid in, but still the friends of the Woman's College felt that the failure to collect the remainder of the money was only technical and that all would be arranged in a few days.

On July 6 a new proposition from Mr. Shuttleworth was delivered to the representatives of the two synods. This proposition provided for amending the charter which had been approved by all interested parties and by both synods of the Presbyterian Church. A leading feature of this charter was a first board of eight trustees named in the charter, who, by unanimous action, could increase their number to sixteen members.

Mr. Shuttleworth's proposition asked that the board be increased and that each side name a certain number independent of the other church. Besides this he asked that he be given power to name the college on account of generous gifts proposed to be made by him and that the Synod, U. S. A., Northern, put up \$25,000 and guarantee that an additional \$4,000 be raised before Jan. 1, 1908, so that Mr. Carnegie's gift of \$20,000 might be secured.

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free from debt such as now contemplated in plans already drawn. In regard to the additional trustees it was suggested to him to give the charter approved by both synods a trial before setting it aside.

On receipt of this reply Mr. Shuttleworth withdrew, expressing his great regret that they had been unable to reach an agreement. The trustees of the Caldwell College have not given up the fight, however, and new influences have been enlisted to raise the money.

* * *

A young womans' dormitory building will be added to the structures belonging to the South Dakota State Agricultural College this season. Fifty thousand dollars was appropriated for it by the legislature last winter. The site for the building has been selected.

* * *

The work of excavating for the new and greater Santa Clara College at the new site near Mountain View, in California, is being pushed onward rapidly and thirty teams are now engaged in the work. The excavation must be completed according to the contract, inside of four months. The excavation will cover an area of 800 feet long and 600 feet wide, and it is estimated that 100,000 cubic yards of ground will be removed, as from three to seventeen feet of earth will be excavated to level the site.

* * *

All the necessary money for the Baptist College at San Marcos, Tex., has been pledged. This money is to be used to make the final payment on the site of thirty-three acres needed for the school.

The contract for the building has been signed and the work will begin at once. The building is to be completed by September, 1908, and will cost \$100,000.

* * *

Dr. D. K. Pearsons, whose gifts to small colleges have reached a large sum, has added \$71,000 to the amount he already has disbursed in that direction. The gifts were distributed as follows: Newberry College in South Carolina, and Kingfisher College in Oklahoma, each \$25,000; Hastings College in Nebraska and the Dubuque German Presbyterian Seminary in Iowa, \$10,000 each, and \$1,-

000 to Coe College at Cedar Rapids, Iowa. These are the colleges which on July 1 had completed their endowment quotas, meeting the conditions imposed by Dr. Pearsons. Seven additional colleges still are working on their endowments.

* * *

The Jesuit College at Grand Coteau, La., was destroyed by fire last month, and the loss on the building alone is estimated at \$25,000. The library contained priceless books and records. The building was erected in 1842, and in it were educated some of the most prominent Louisianians. About ten priests lived in the college, and they had a small number of pupils. The fire started in one of the living rooms, and its progress could not be checked. The cause is not known. Rain saved the other buildings.

* * *

A contract has been let for the erection of a new building for the Turner Normal College, a negro institution located at Shelbyville, Tenn., and operated by the African M. E. Church. The Board of Control purchased the ground two years ago, consisting of about twenty acres of land, well watered and dotted with many beautiful, shady oak trees.

The architect has just completed plans for the main building to be erected in the near future at a cost of \$10,000.

* * *

Drury College, Springfield, Mo., has announced the receipt of \$1,000 from Mrs. Margaret Klock Armour of Kansas City toward the chair of Biblical Literature which the churches of the state of Missouri have pledged to establish. This gift is also to help meet the conditional gift of the general educational fund of \$50,000.

* * *

The University of Rochester has received a legacy of \$50,000 by the will of the late Willard Abbott, of Cleveland. Mr. Abbott was graduated from the University in 1858.

* * *

Andrew Carnegie has given \$25,000 to the Friends University, Wichita, Kan. The gift was offered some time

ago upon the stipulation that an equal amount would be raised by the University. This has been done, and the entire sum will be used as an endowment fund.

* * *

The late Basil McCrea's experience as a large employer of skilled labor showed him the great need of higher technical education in Ireland, and he has left \$1,125,000 to Magee College on the condition that it shall be used for endowing chairs in modern science and general education, and in making the scientific and technical equipment of the college equal to that of any in the world.

Mr. McCrea, who was a very successful contractor, and carried out large works all thru Ireland, had long been convinced that racial and religious differences were the curse of the country, and that it was the duty of all Irishmen to work together for the industrial and commercial progress of Ireland.

* * *

Work is progressing rapidly on the new boys' dormitory, Lockett hall, at Austin College, Sherman, Texas. The building consists of two stories and a basement. Around the entire building there is a four-foot concrete wall, which insures light and air and freedom from dampness.

In the basement there will be the dining hall of sufficient size to seat 300 young men, a large kitchen and pantry, store rooms, furnace room, electric light plant, laundry, barber shop, pressing club, and several student rooms. The first floor will have the reception hall, parlor, superintendent's rooms, office and students' rooms. On the second floor, all the room will be taken up with students' rooms, with the exception of part of one wing, which will be used as a hospital.

The entire building is 110 by 150 feet. The building will be kept warm with hot water pipes and radiators and each section is fitted with bath rooms and all accommodations. Total accommodations are offered for 114 men.

* * *

Coe College, Cedar Rapids, Iowa, has completed a fund of \$280,000, including \$45,000 from Andrew Carnegie, for a

science hall, and \$50,000 from the general education board for endowment.

* * *

The citizens of Carlinville, Ill., have closed a campaign by which they obtained an endowment of \$70,000 for Blackburn College. Andrew Carnegie donated \$20,000, provided \$50,000 was pledged from other sources. Four presbyteries of Illinois have \$30,000, and Carlinville has guaranteed \$30,000.

* * *

The contract for the new Methodist College building in San Angelo, Texas, has been awarded for a consideration of about \$43,000 for the building complete, including plumbing, heating and other equipments. It is to be completed by June 1, 1908, and in the meantime the buildings of the former Methodist Training School will be utilized for teaching and boarding purposes.

* * *

In Liverpool, at the great technical school which cost upward of \$500,000, there are fifteen hundred pupils in the evening classes, but, except for some special summer classes of adults, this finely constructed and well-equipped building is unoccupied during the daytime.

* * *

Examination of the will of Mrs. Martha Ranney shows that all of her property except an insignificant bequest goes to the state university of Iowa. The estate amounts in all to \$100,000. The property is given to the state of Iowa to be used by the university and includes a large tract of city property and a valuable library and art collection. The only provision made in the will, besides the payment of debts and the care of a lot in the cemetery, outside of the gift to the university, is to provide for the future support of Miss Bertha Stinner, who has been a faithful servant during the last years of the deceased.

After providing for the payment of debts Mrs. Ranney states in her will that all her property shall revert to the state of Iowa for the use of the university, to be held in trust by the board of regents, and the income shall be used to maintain what shall be known as the "Mark Ran-

ney memorial fund," the sole ambition of deceased seeming to be to commemorate the name of her husband, who preceded her in death in the year 1892.

The city property given to the university consists of the homestead, which is situated upon lots 1, 2, 7 and 8, in block 21, upon which the family home is situated.

The will stipulates that Miss Bertha Stinner, the servant of the house, shall be employed as caretaker of the large library and art collection bequeathed to the university at a salary of \$30 per month, and that after her services there and during the remainder of her life she shall be given a life pension of \$25 per month. The remainder of the income is to be used in the establishment of the "Mark Ranney Memorial Institute," which shall be the foundation for a college of fine arts in connection with the state university of Iowa.

* * *

Fort Worth, Texas, has decided to add Spanish to its course of study. The language will be introduced as optional in the tenth and eleventh grades. Pupils will be given a choice between Spanish, German, and some science. In the latter half of the eleventh grade the choice will be between Spanish, German, and American History.

* * *

The contract for the new \$50,000 dormitory for the College of Industrial Arts at Denton, Texas, has been awarded, and an endeavor will be made to have it ready for the opening of the fall term.

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The work of clearing the grounds for the new college to be established by the German Lutheran Church, east of Woodlawn and north of Irvington Park, Chicago, was begun the past month. A tract of five acres was purchased by the church, and buildings for a college will be erected this fall. The institution will be called Heidelberg.

Excavations for the foundations of the buildings will be started at once, including the college and a dormitory which will accommodate 75 boys. This institution will draw students of the German Lutheran denominations from

all part of the Northwest. The site is ideal for the purpose, overlooking the Columbia River and the mountains eastward. It will be completed and ready for the faculty and students about February 1, 1908.

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At a meeting of the trustees of the George Sykes Manual Training School, Rockville, Conn., a communication was read from Mrs. George Sykes, announcing a gift of \$50,000, without condition of restriction, to be added to the fund for the erection of the building to be used for the institution. This amount of money in the form of mortgage bonds and securities, which were delivered to the board. The fund now amounts to \$160,000, as the original fund of \$100,000 left by the late George Sykes, has increased \$10,000 since his death. The trustees had previously been presented with a site by Mrs. Elsie Sykes Phelps, wife of Hon. Charles Phelps and daughter of the late George Sykes.

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For the fiscal year ended March 31, 1907, the expenditure for schools in Burma was \$666,700, against \$400,000 in 1902. A European high school has been established at Maymyo, supported by the Government. In Bengal there were in 1906, 43,996 schools, attended by 1,232,278 pupils, the Government expenditure being \$3,675,116. There was an increase of 782 schools over the previous year.

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The trustees of the college of the city of New York are said to look with favor on the suggestion that a night college be added to the present work of the institution, for the assistance of the young men and women who cannot afford attendance at the regular college. The new \$6,000,000 college on Washington Heights offers excellent facilities for nightwork. It is so well equipped that the expense would be chiefly the instruction itself. There are now three institutions in New York that offer advanced instruction, but not a complete college course, and Cooper Union, the only one that is free, is filled and turning away students it would gladly take.

The Society for the Promotion of Engineering Education, on the last day of its meeting at Cleveland, appointed a committee to act with the four largest scientific societies of the country to promote elementary technical education. The societies invited to join in the movement are the American Mining Institute, American Society of Chemical Industry, American Society of Mechanical Engineers, and American Society of Civil Engineers.

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A piece of property in Glen Ridge, N. J., valued at \$15,000, has been deeded to the Moravian College and Theological Seminary of Bethlehem, Pa., by Charles E. W. Harvey. A provision in the gift is that Mr. Harvey is to have the privilege to live in the house for life, or to rent it if he so desires.

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The Swedish Methodists have decided to establish a school in Texas. The location of the school has not been decided, as several places are under consideration. Many of those at the meeting expressed a preference for Austin, but other places are making efforts for it. One of the delegates from El Campo brought an offer from there of twenty-two acres of land and \$5,000 in cash.

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There is to be a Protestant Episcopal Theological Seminary in Cuba, for the preparation of Cubans for the ministry, for quiet though the Church advance has been, there are thirty-five stations in that missionary district, three congregations in Havana, one of them English-speaking, and Bishop Albion W. Knight has confirmed a class of fourteen, more than half males, and the majority Spaniards, not Cubans.

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William H. Crocker, of San Francisco, has given \$4,500 to the University of

California for the purpose of defraying the expenses of an expedition to observe the next total solar eclipse, which will occur on January 3, 1908. The eclipse will be visible all over the Pacific Coast. The astronomers of the University of California will also make observations in South America, the precise points not having been selected yet. The University of California has an excellent collection of astronomical instruments, some of which were presented by William H. Crocker. The work done with the photographic apparatus has been particularly successful. The University has received large donations for astronomical purposes from William H. Crocker and D. O. Mills, at whose expense parties were sent out to Labrador and Spain for the purpose of studying an eclipse of the sun.

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The number of matriculations in the Brazilian State of Minas Geraes has doubled this year. It is now about 100,000. In previous years it has never touched 50,000. The great increase is said to be due to the wise laws which have reformed education in the State.

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New short courses in agriculture have opened at the new Agricultural College at the College Farm, New Brunswick, N. J. Unusual interest has been aroused by the enrolling of two women students—Mrs. R. Jones and Miss L. M. Alder of Passaic, who are registered for the course in husbandry as well as in market gardening and fruit growing. Forty students have been enrolled for the twelve weeks of study. Dr. Edward B. Voorhees of Rutgers College is at the head of the department. One of the interesting features of the course will be the study of different specimens of Western cattle and horses which have been ordered.

TEACHERS' PENSIONS

By Charles H. Keyes, General Sessions, N. E. A.

All that we call progress in civilization is but obedience to the deepest and divinest instinct of the race. Its command to society is to repeat and improve itself. Modern society has organized no agency to insure fidelity to this law of growth toward manliness and godliness that is at all comparable in its opportunity with the school. The home, the church, the whole social body has turned over to the school the largest and most important share of the work of training to meet the command, obedience to which spells social uplift, and disobedience to which means degeneracy. The character of our schools, then, must determine the fate of society. They should be what the true training of childhood and youth demand. They should be organized and administered for this service and not primarily for the convenience of the teacher, or the comfort of the taxpayer. Under this view of the function of the school, I submit that economic prudence and social wisdom demand that provision shall be made for adequate and honorable pensions for teachers.

From this point of view it will be no argument to urge pensions because teachers want them, or because teachers need them, or because teachers deserve them. I desire to justify my thesis on the ground that such a policy is demanded by the schools themselves. Parents and taxpayers, and patrons of our schools—not school teachers—have the prime interest in enacting pensions for worthy teachers. There are five cogent reasons why pensions should be provided for the teachers of the schools to which you are intrusting the education of your children.

First: That is the best teaching which emanates from a soul that devotes itself with a singleness of purpose to the guidance, the training, and the inspiration of youth. No teacher can do the best work for our children while at the same time compelled to be busy with plans for securing a livelihood when the

days of service in the schoolroom are over. No teacher can fitly train children by day, and worry by night over the question of raiment and food and shelter for the days that come too soon. Your children deserve a happy childhood of hard work and healthful play. Give them a cheerful, joy-inspiring teacher, who can give all the best that is in her to her school.

There can be no teaching worth while from a worried woman or a care-burdened man. Working, planning, and worrying to make provision for old age take too much of the time and thought that belongs to the children. I submit, therefore, that it is to our interest to secure the enactment of laws that will provide for the teacher in her old age.

Second: Teachers of the largest ability are every year being drawn away from the school service in which they have proven their high capacity, to enter on more remunerative fields of endeavor. To continue serving our children is to accept an old age of dependence or privation. To enter upon the new field of work is to receive rewards large enough to enable them to make provision for their declining years. The teacher does not receive, nor is she ever likely to receive compensation ample enough to permit such provision. Unless we would see the education of our children turned over to second-rate women and to third-rate men, we must provide the rewards that would permit our ablest teachers to consecrate their lives to the service of our schools. I submit that for this reason alone it is the duty and interest of every parent and every patriot to aid in securing honorable and adequate pensions for teachers.

Third: The efficiency of an army always depends upon the character of the recruiting department. The great army of teachers should always attract many of the brightest and ablest young men and women who, year by year, are graduated from our leading educational insti-

tutions. Nay, the service should be so treated as to attract young men and women of character and brains to prepare for it as an honored and honorable profession. The current rewards of the teacher are so grossly inadequate that the very material we most need in our schools is being diverted to other callings.

Even if salaries should be increased to the highest point for which we have any reason to hope, they would still be too small to permit the laying by of a competence for old age. Young men and women of high attainments see this, and carefully avoid the teaching profession.

Fourth: There are in many of our schools men and women with the largest capacity for growth, who are earning unusually good salaries from which they are laying by a fund to take care of themselves in old age. To do this they are compelled to deny themselves the opportunity to travel, the time to study, the ownership of books, and the change of scene for bodily rest, that are essential to the life and growth of an inspiring teacher. How a retirement pension would change all this and enable such men and women to multiply their own powers, stimulate and refine their associates to the blessing of the boys and girls! Every worthy parent finds his richest rewards not so much in the material situations he has conquered, the honors he has won, the wealth he has amassed, as in the contemplation of the rich opportunity these furnish for his boys and girls who share with him, and after him, their enjoyment. Society, like the individual, will find its richest enjoyment in planning and providing the conditions of a richer life for its successors. Are not your boys and girls worth your making for them the small sacrifice needed to give them more teachers who can afford from time to time to renew their youth, their scholarship, their inspiration?

Fifth: In thousands of the older cities and towns of our Union there are teachers who have practically worn themselves out in the service of our schools. From periods of from twenty-five to forty-five years they have spared

no power of heart and brain in loving and consecrated devotion of their lives to the lives of boys and girls. They are body tired, heart sore, and brain weary, with a frequency that is agonizing to witness. They have been able to save little or nothing. They cannot see that it is their duty to retire to privation or to charity. No official has the criminal courage and hardness of heart to turn them out to alms or starvation. As a result they are spoiling the tempers and abusing the intellects of whole school-houses full of children, in return for their confinement by the community at hard labor in the school-room. But this cruel and inhuman punishment of faithful old teachers, who ought long ago to have honorably retired on pay, goes on in a thousand American towns. The splendid teaching that they did for twenty-five or thirty-five years is no excuse for continuing to sacrifice to each of their broken years forty or fifty boys and girls. Forget these devoted broken men and women if you will. If, in the hardness of your heart, you shall conclude to work them to death, I say nothing of the shame. But I do ask, Can common business intelligence justify you in paying for something that you are not getting? Can decent regard for your own boys and girls justify their continued sacrifice? There is a patriotism whose ebullition takes the form of a rush of blood to the head, and words to the lips, that might with hand on heart stand in the presence of teachers and schools thus sacrificed, and talk of love of country; but you, my friends, know that no country is worth loving that with wide open eyes to such an abuse, long permits it to continue.

Since there is no escape from the conclusion that no matter what the teachers may want or need, or deserve, the interests of the child, the parent, and society demand this pension establishment, we must now consider how it is to be secured.

Three general plans have been advocated and put in operation:

First: Bodies of teachers bent on providing for disabled veterans of the school-room have formed Teachers' Re-

tirement Associations, Teachers' Guilds, and Teachers' Annuity Associations. They have provided small annuities for aged and worthy teachers by assessments of their own membership, increased by donations of philanthropic individuals, and in some instances by small legislative appropriations. The Retirement Fund Department of the New Jersey State Teachers' Association, the Connecticut Teachers' Annuity Guild, and the Boston Teachers' Retirement Fund Association are good examples of these movements of which there have been many thruout the Union. They have not furnished, nor can they ever hope to furnish, complete and satisfactory disposal of the problem. Looked at as final agencies, they are subject to all the vicissitudes attaching to voluntary fraternal insurance societies with amateur managements. Some teachers support them as well-meaning philanthropies, but even the school teacher seeking old age protection that is really insurance, knows enough to send her money to Hartford for the purchase of the real article. But these associations have done their greatest work in securing the adoption of other plans for more adequately solving the problem. In fact, all the rational teachers' pension legislation on the statute books of American commonwealths has been secured largely if not entirely thru the influence of these teachers' organizations.

Second: Progressive cities in various quarters of our country have established, under legislative sanction, retirement funds for their own teachers. New York, Philadelphia, Detroit, and San Francisco furnish the best examples of this second scheme. Percentages of teachers' salaries, deductions on account of teachers' absences, and donations, form the major portion of the fund in all these places except in the city of New York where the foregoing sources are largely in-

creased by the addition of five per cent. of all the excise moneys and fees for liquor licenses received by the city. Under these different city plans, maximum annuities vary from \$150 a year up to \$2,000 a year, this latter sum being provided by the city of New York, where the lowest annuity is equal to half the salary paid at the time of retirement.

Third: A few states have enacted general pension laws for the benefit of all these teachers. Of these, Rhode Island and New Jersey have formulated the most generous and most equitable statutes. New Jersey provides the bulk of her fund by deduction of from two to three per cent. of the salaries of all teachers. The annual pension amounts to three-fifths of the average annual salary for the last five years of teaching, but it can not be less than \$250 or more than \$650.

The Rhode Island law is the most generous, and in its principle the soundest yet enacted. It squarely accepts the whole responsibility for the state whose schools are to be benefited, and does not require the teachers to furnish any part of the fund. The defect of this law consists in the smallness of the sum appropriated and the absence of any provision for making the appropriation continuous. It is hoped and believed, however, that the next session of the Rhode Island Legislature will remedy these defects, and place the smallest state in the Union in the position of leader and exemplar for all the others.

Is not the time and place auspicious for this great National Educational Association to inaugurate a campaign for the dissemination of such information and the creation of such popular sentiment as will insure the enactment in every remaining state of the Union laws providing for adequate and honorable pensions for all worthy teachers?

AMONG THE FACULTY

The trustees of Colorado College, Colorado Springs, have elected Dr. George Maxwell Howe to fill the position made vacant by the death of Prof. L. A. E. Ahlers of the German department, which is one of the strongest departments in the institution. Dr. Howe is an alumnus of the university of Indiana. His graduate work was done at Cornell University and the universities of Berlin and Leipzig. After four years in Germany and a year of teaching at Dartmouth College he went to the department of modern languages in Cornell University, and has held this position for six years. He now goes to Colorado College immediately after a fifth year in Germany.

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The Department of the Interior has appointed Dr. Luther H. Gulick, professor of physical training and hygiene in New York University and physical director of the New York public schools, a delegate to the international congress on school hygiene to be held in London.

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Dr. Horace Bumstead has resigned as President of the Atlanta University. He has held that position for twenty years, in addition to twelve years' previous service as a professor. Rev. Edward Twitchell Ware, Chaplain of the University, and son of its founder and first President, has been elected President.

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President Richard H. Halsey of the Oshkosh Normal school was accidentally shot and killed at Gogebic Lake, Wis., last month. Mr. Halsey became president of the Oshkosh Normal school in 1899, following the death of President C. S. Albee. He was well known in educational circles throughout the country.

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Winfield Scott Chaplin, LL. D., has resigned as chancellor of Washington University, St. Louis. Dr. Chaplin is fa-

mous as an educator and as a civil engineer. He has been professor of engineering in Maine State College, in the Imperial University, Tokio, Japan, in Union College, Schenectady, and he has been dean of the Lawrence Scientific School at Harvard. Professor Chaplin was born at Glenburn, Maine, in 1847, and he is a graduate of the Maine State College and of the National Military Academy at West Point. For a while he was lieutenant of the Fifth Artillery Regiment, but abandoned the army to practice civil engineering. In 1891 he came from Harvard to assume the chancellorship of Washington University, which under his charge has developed steadily.

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The youngest man ever appointed to the Boston University faculty is L. Raymond Talbot of Chelsea. Mr. Talbot will supply the vacancy in the French department caused by the leave of absence for next year granted to Professor Freeman M. Josselyn, who will go abroad. Mr. Talbot is but twenty-one years of age. He was graduated at the College of Liberal Arts in the class of 1906. He had the honor of being appointed a substitute to Professor Josselyn in French in his senior year, while the latter was ill. Last year Mr. Talbot was the head of the French department in the Hebron, Me., academy, where he had marked success. He is a native of Chelsea. He prepared for college at the Chelsea High School, receiving his diploma with honor in the class of 1902. He is a member of Beta Theta Pi fraternity and of the honorary society, Phi Beta Kappa.

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Fred S. Cooley, who for several years has been assistant professor of agriculture at the Massachusetts Agricultural College, has accepted a position as supervisor of the Farmers' Institute of Montana at Bozeman, that State. Professor Cooley will begin his duties there at the opening of the fall session.

Associate professor of Mathematics William De Weese Cairns of Oberlin College has received the degree of Ph.D. from the University of Gottingen, "Magna cum laude." Professor Cairns has been on leave of absence for a year. His educational record is as follows: A.B., Ohio Wesleyan University, 1892; A.B., Harvard University, 1897; A.M., Harvard University, 1898. Teacher, Troy High School, 1894-96; graduate student in mathematics, Harvard University, 1896-98; instructor in mathematics, Calumet High School, 1898-99; instructor in mathematics and surveying, Oberlin College, 1899-1904; associate professor of mathematics, 1904.

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Professor Paul Clemen, historian of art at the University of Bonn and Prussian Conservator of Art for the Rhine Provinces, has been assigned by the ministry of instruction to lecture in the United States from September, 1907, to February, 1908, under the system of exchanging German and American professors. Professor Clemen is a student of Merovingian and Carovingian art and an authority upon the art of the Charlemagne period.

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Dr. John C. Shedd, formerly of the University of Wisconsin and for several years head of the department of physics at Colorado College, at Colorado Springs, has been chosen dean of the faculty of Westminster, at Denver, a new institution, to be opened this fall.

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Professor Cecil F. Lavell, during the past academic year professor of history at Trinity College, has resigned to become dean of the faculty of education at his alma mater, Queen's College, Canada. This is a new department in the college. Professor Lavell has been very popular at Trinity and, while his friends are congratulating him on his promotion, they deeply regret his withdrawal.

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James Williams Park has recently been elected to the principalship of Cutler Academy, Colorado Springs, the associate preparatory school of Colorado College. He was an honor student and

prominent athlete in Amherst College, graduating with the class of 1903, and has had four years of teaching experience in Pennsylvania and Ohio.

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Professor Wilfred H. Manwaring, head of the department of pathology of Indiana University, Bloomington, Ind., sailed from New York for Germany last month. He will spend the next two years in work in pathological laboratories of Berlin, Vienna, and Frankfurt. under leave of absence from the Rockefeller Institute for Medical Research. At the end of that time he will return to New York as one of the permanent workers in the institute.

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The election of Prof. Harry A. Garfield of Princeton University to the presidency of the college from which his distinguished father, James A. Garfield, was graduated, is one of those turns in the wheels of fortune which are satisfying, says the Boston Herald.

Williams College, during her honorable career, has graduated no more distinguished servant of the nation than the Ohio lawyer who came to the presidency of the nation with an intellectual and scholastic equipment for the place which few of the Presidents have had. Removed from public life by one of the most unprovoked and cruel crimes in the history of nations, he was prevented from seeing the fruition of many of his plans and hopes. Had he lived and retired from public life, he might have been chosen as president of the college where Mark Hopkins impressed lofty ideals of civic duty upon him. Now his son comes to the place, blessed with a heritage which will aid him much, and also worthy in himself. Nothing but gratification can be felt at the way in which the sons of James A. Garfield are measuring up to duties of their time.

Williams College by this choice passes, like so many other institutions, away from the ancient tradition that her presidents must be clergymen, and selects a young layman, her own son, sharing the college's traditions with those whom he is to lead, and still young enough to adjust himself with ease to the life call-

ing of an educational administrator. Like his father, a student of the higher politics, he can, and it is hoped will, teach as well as administer. He follows another worthy son of a worthy father, the Rev. Dr. Henry Hopkins, who stepped in to fill a gap when clashing interests were unable to agree on President Carter's successor, and who has held the institutional ship steadily to its course while the trustees were finding the right pilot for a long voyage.

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The appointment of three new instructors in the college of liberal arts of the Northwestern University has been announced. Dr. Lynn Thorndike comes from the University School of Cleveland as professor of ancient and mediæval history. Stanley P. Chase will be an instructor in English literature to fill the vacancy left by Stewart P. Sherman, who goes to the University of Illinois. George O. Schryver has been engaged as instructor in German.

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Dr. Bernhard Weiss, the senior member of the faculty of the Berlin Theological Seminary, recently celebrated his eightieth birthday. A few days later he completed his fiftieth year of activity as professor and received the title of privy councillor, with the added honorary title of "Excellency." He entered upon his duties as a professor on July 4, 1857, in Königsberg, his native city. Dr. Ferdinand Frensdorff, professor of jurisprudence and philosophy, celebrated the fiftieth anniversary of his connection with the University of Göttingen on the same day.

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The vacancy at the head of the department of philosophy at Lake Forest College, caused by the election of Professor Henry W. Stuart to a place on the Leland Stanford University faculty, has been filled by the acceptance of Dr. Henry Wilkes Wright of Cornell University of the offer made by the trustees. Dr. Wright has been a member of the faculty of the Sage School of Philosophy at Ithaca.

Edwin Grant Dexter has been appointed commissioner of Education in Porto Rico. His work during the past nine years as professor of education in the University of Illinois, has demonstrated his broad knowledge of educational ideals and methods. Professor Dexter is the author of "A History of Education in the United States," the first really satisfactory effort in this direction, also a volume on "Weather Influences," and many contributions to periodicals.

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The new school of education which has been established in the State University of Iowa has elected Dr. J. A. T. Williams, of St. Louis, in place of Dr. Hugh S. Buffum, who will go to Cornell College next year to take the place of Prof. Geo. H. Betts. Dr. Williams is a graduate of the St. Louis high school, of Washington University, St. Louis, and has attended Columbia University three years, where he received the degree of Doctor of Philosophy in 1907. During the past year he assumed charge of a large grammar school in Norwich, Conn., for the purpose of securing practical experience concerning the details of school matters.

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Dean Bigelow of the Boston University Law School has received a letter from Sir Lawrence Jenkins, K. C. I. E., chief justice of His Majesty's High Court of Judicature at Bombay, India, in which he signifies his willingness to formally confer the degree of Doctor of laws (LL. D.) which was recently awarded by Boston University to Nilkanth Krishna Bapat of Poona, India. Since the custom in India is that degrees from foreign universities shall be conferred through the head of the department to which the recipient belongs, and since the candidate is a judge of the Poona district of the Bombay presidency, Sir Lawrence Jenkins was invited to formally confer the degree upon Mr. Bapat. Mr. Bapat has the distinction of being the first man ever to receive this degree from Boston University.

Dr. Thomas G. Masaryk, professor of philosophy in the ancient University of Prague, and member of the Austrian Parliament, arrived at New York last month. Following a brief lecture tour through the United States, he will address the International Council of Unitarian and other liberal religious thinkers and workers, which meet in Boston September 22-27. Professor Masaryk has written many pamphlets on philosophical, religious and political subjects, and is the editor of the daily *Cas* or *Times*, an organ of the anti-clerical party in Austria. Dr. Masaryk is accompanied by his American wife, formerly Miss Garrigue of New York City.

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Dr. Angelo Heilprin, the famous geologist and paleontologist, died in New York last month. He was born in Hungary at Satoralja-Ujhely, in 1853, and was brought to this country at the age of three years. Professor Heilprin will probably be most universally remembered for his daring ascent of Mount Pelee just after the destruction of Martinique. He had been ill for two months with tropical fever, which he contracted in South America some years ago, but

his end was unexpected, and was the result of heart disease.

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A party of scientists have sailed from Seattle, Wash., to cruise for several months in northern waters. The little vessel "Lydia," of 400 tons, has been chartered, and fitted out for the expedition. The principal purpose of this cruise is to study the geological formation of the Aleutian group of islands, and other scientific features connected with that archipelago. The party will make particular investigation of Perry Island, which suddenly rose from the sea more than a year ago. This party is headed by Dr. T. A. Jaggar, Jr., head of the department of geology, Massachusetts Institute of Technology, and includes Dr. H. S. Eakle, University of California; Prof. H. V. Gummery, professor of mathematics, Drexel institute, Philadelphia, who will have charge of the magnetic observations; Dr. Van Dyke, who will study the botany and entomology of these islands, and Prof. F. T. Colby, who will look into the natural history of the region. The party will begin working westward from Attu Island, and will devote several months' time to their researches.

THE VALUE OF EDUCATIONAL PSYCHOLOGY

A teacher, like a poet, is born and not made. But what is meant by this? Not that a poor teacher may not be made a better teacher by study and special training, but that the habits and traits which make a good teacher are, for the most part, already established long before he comes to take his special course in pedagogy or education psychology. It is the background of general training which lies behind the special training, that counts.

What, then, is the value of psychology in teaching? The question is much as if one should ask, what is the value in walking of a knowledge of the anatomy of the muscles? Or what is the value in eating of a knowledge of the physiology of digestion? As everybody knows,

to think of your stomach when you eat, is apt to interfere with digestion rather than otherwise. It is fatal to the performance of a gymnastic feat if the athlete turns his attention too directly upon the muscles he must use in accomplishing it. We direct the attention of the child who is learning to write to the copy, not to his fingers. If psychology in education meant that one must be self-conscious in his teaching, one would soon be in the state of the poor centipede who one day happened to think how many feet he had, and then got so tangled up that he couldn't walk at all.

All study of science is for the sake of controlling every-day experience we save time in doing a piece of work if we first stop to sharpen our tools. And

in doing the latter, one often gets the best results if he gives his undivided attention for the time being to the sharpening, and does not try to mix the two things. If we think too much about the use we are going to make of the tool, we are liable to dig the edge of the blade into the grindstone, and so defeat our end.

The value of psychology in education is indirect, but it is none the less real. Because one does not constantly think and talk about his conscience is no evidence that his life is not controlled by moral principles. Indeed, the more one acts out these moral principles unconsciously, the more proof that they are thoroughly organized into his character. It is so with teaching. The best teacher is not the one who wears his psychology on his sleeve, but the one who in his actual teaching is no more formally conscious of his psychological principles than in his walking he is conscious of his muscles.

If this is true, then psychology is of value to the teacher only so far as he has assimilated the knowledge which it gives, only so far as his study of psychology has reacted into his own experience and becomes a "second nature." No amount of merely superficial acquisition of knowledge about the child-mind, about mental development, about the relations between the psychical processes, will improve one's teaching, as long as this information has not transformed one's own character and given one a truer conception of the meaning of one's own life. Psychological knowledge must first have disciplined our own lives as teachers and sprung up in a fresh growth of personal culture, before it can find its way by the devious channels of instruction into the lives of our pupils.

Psychology is of value to the teacher primarily, in that it gives him a truer knowledge of himself. It gives him a deeper and broader conception of the meaning of experience in general. If the mind works in a purely haphazard way, or if the individual is a merely passive recipient of impressions from without, then we can expect little help from psychology, for that science views human experience in a totally different way from this. It shows us that the mind is an

active process, the dynamic functioning of a psycho-physical organism, all the parts of which are reciprocally related. The psychology of today is organic and functional in its method. It views the soul, not as a thing, but as a process. Mind is not a cabinet with pigeon-holes for its separate faculties, but a biological growth, manifesting itself in diverse types of behavior. Activity, therefore, is its fundamental category, the activity of a self, adjusting itself in a complex physical and social environment. All the multiform intellectual traits which mental development exhibits and which have been seized upon by educators from time immemorial, are now seen to be manifestations of the one fundamental principle of the adjustment of a self in the midst of a world of changing conditions. The life of thought, memory and reason must be interpreted in terms of active and emotional tendencies. Instinct and impulse, habit and attention, feeling and volition,—these are the controlling principles.

In other words, in order to understand the true bearing of psychology on education it is necessary first to conceive of experience in general as a unitary and continuous movement, undergoing development. It is then possible to see the true setting in the larger context, of that part of living which we call education. For education, in the last analysis, is nothing but the process of continual controlled adjustment and readjustment of the growth of experience—a process in which the aim of the teacher is to transmit the accumulated wisdom of the race to the immature member of society, in such a way as to enable him for himself to gain control over this same process of adjustment. Psychology is the attempt to understand the facts and laws of this process of experience as it is handed on from individual to individual. And such a science must begin with a faithful study of the principles of growth which are operative within our own experience as teachers.

Only in the light of such a conception of one's own experience is it possible to gain a true view of the nature of the mind of the pupil. The older education was based on the psychology of

the adult mind. It neglected to study the being who was to be educated. The result was that the methods of teaching were often not adapted to the needs of the child. The newer education sees the necessity of reconstructing its methods in terms of the growth of the developing mind.

The development of the individual organism, so the biologists tell us, recapitulates the evolution of the race. The same is true of mental life. But mental development in the individual is not an exact epitome of the evolution of mind in the race. There are short cuts. Many of the ancestral stages are dropped out, or so greatly abbreviated, that we have to reconstruct the process of growth. Hence the necessity of teachers.

The most prominent characteristic of the healthy child is his irrepressible activity and impulsiveness. His experience is like that of the animal in its immediate, emotional, expressive nature. Like the animal, the child is dominated more by deep-lying instincts than by deliberate reflection. But the child differs vastly from the animal in two respects: his capacity and his suggestibility. The child's superiority on the side of capacity is due to his human ancestry, his spiritual inheritance. He has within him germs of intellectual and moral growth which are the result of long eras of struggle and the gradual emancipation of the human from the restrictions of the animal stage of existence. On the side of suggestibility, also, the human child far surpasses the young of the lower animals. Suggestibility is just another name for educability. The child is teachable as the chick or kitten or pup or colt is not.

The significance of the fact that the child's experience is so predominantly impulsive and affective in character lies in the fact that this leads him to endless experiment with his environment. He is constantly handling objects, questioning those older than himself about them, examining into the What, the How, and the Why, the Whence, the Whither, and the Wherefore of things. And coupled with this curiosity is the impulse to imitate, to copy, to attempt everything that he sees others do. In this way he comes

into contact with an immensely wider environment and with a greater range of objects than he would if he did not possess these fundamental propulsive tendencies to action.

One feature especially of the child's development seems to reflect the evolution of consciousness in the race. This is the fact that each of these instincts and impulses has its own period of maximal intensity. Now it is the nursing instincts; again, it is imitativeness; at another time, it is the impulse to locomotion; at another, it is the nomadic impulse, or the tendency to run away; at another time, it is the impulse to speech and sociability; and so on. In order that the growth of the child shall be most healthful and rapid these impulses must be utilized, each at the acme of its development, for the expanding and controlling of the child's experience along that particular line.

In other words, through child psychology we have come to see that in the plastic period the growing individual is dominated by certain rhythmic impulses or attitudes, each with its own period of critical growth, and each demanding a modification both of subject-matter and method in the educational process. These are cues for the teacher. The value of genetic psychology is that it helps him to interpret the material of instruction from the standpoint of these various attitudes. We must psychologize the curriculum in the sense of adapting the subject-matter and method of teaching to these stages in the child's growth. The logically simple is not necessarily the psychologically simple, and it is the latter alone which is suitable for the undeveloped intelligence.

In these two spheres, therefore, we find the value of psychology; first, in that it helps the teacher better to understand himself; and second, in that this gives him a basis for the true understanding of the mind of the child whom he is to teach. Not until our teachers come to look upon psychology as a field of culture valuable for its own sake, and not simply as a new kind of pedagogical device or special method, will educational psychology begin to fulfill its true mission.

HARVARD AS A FRESHMAN SEES IT

A newspaper reporter who entered Harvard as a freshman has some impressions somewhat different from the usual. He writes these things:

"Life's experiences have afforded me some marked changes of occupation and environment, though I recall none that present so direct a contrast as my recent shift from journalism into college. A month ago I was straining every nerve to 'beat' the Manhattan evening papers on the testimony in the insurance investigation; today I endeavored to impress upon my memory Caesar's account of the German barbarians.

"I wonder at the matter-of-fact way in which I have accepted this decided change of ideas and ideals, for I am handing in daily themes and listening to lectures on Chaucer's French period in a highly serious mood. In truth, I am more serious than while I chronicled the grewsome details of domestic tragedies. It is only a few weeks ago that nothing less than a murder or a three-alarm fire could have induced me to cross City Hall Park on the run, but today I galloped through the yard at top speed to avoid being late at a lecture from which I was to learn how the child's attitude of wonder has influenced literature.

"I have given up a position in the world of affairs and have become a well-behaved Harvard freshman who minds his teacher and does as he is told. My boarding place is 'Mem.'—the Harvard abbreviation for Memorial Hall. Those abbreviations, by the way, puzzle the uninitiated, who is likely to require some little time to learn that 'Equon.' is the name of a course in economics, while 'Filbe' refers to the official title of a course in the history of philosophy. The interior of Memorial Hall seems to me very much like an enlarged copy of one of the old European guild halls, although my instructor in English insists that it is more like a railway station. But in my opinion the tall, stained-glass windows and the vaulted ceiling should relieve it from any such odious comparison. The oil portraits on the

wall are of men and women supposedly distinguished for their services to the university and to the world, but of whose history and achievements the average undergraduate is in blissful ignorance.

"Their late arrival for breakfast prevents all but forty or fifty out of the five thousand members of the university from attending morning prayers. The chapel bell tolls its summons at a quarter to nine each morning, the service lasting until nine o'clock. I like to attend, not only to hear the excellent music and for the general good influence of church associations, but because it is such a distinctive feature of college life. One of the pleasures I derive from attendance at chapel is probably shared by no one else. For several years I have been obliged to furnish a newspaper with comprehensive reports of ninety-minute sermons. It is therefore a privilege to listen to a preacher who must conclude his address within six minutes. When I leave Harvard it will be as an enthusiast on six-minute sermons.

"Attendance at chapel furthermore affords an opportunity, rare enough otherwise, to see President Eliot. He attends regularly, not, as he says, to furnish an example, but because he gets good out of it. There is inspiration in a glimpse of his straight, commanding figure as he walks down the aisle toward his pew.

"Morning services are followed immediately by a lecture lasting one hour. The college lecture of my imagination was addressed to a score of much-bored students, by a spectacled old man hesitating over his notes. When Professor Lowell skips up and down the long platform of the new lecture hall, as he talks to the five hundred members of his course in government, a different picture is presented. It requires close application to note down merely the principal points of his exposition. To take him verbatim would demand the best efforts of my shorthand experience. He is very enthusiastic, has a forceful personality and teems with timely illustrative ma-

terial. His first lecture in the course, in which he described a session of the English House of Commons, was a masterpiece of realism. That he manages to hold the undivided interest of all his audience throughout his lectures, in spite of serious limitations of time and topic, is a distinct achievement.

"Freshman recitations are less interesting, for they are conducted by assistants whose knowledge of the subjects may be fairly complete but whose ability to transmit learning is limited. The weekly recitation hour is divided into two periods; in the first we are asked to prepare a paper on some of the topics included in the assigned reading for the week, while the latter part is devoted to a general discussion in which the assistants sometimes display an unpardonable ignorance of the world's progress in the years since the last edition of the textbook was published. The leader of my section in one of the courses, who has a reputation for requiring intelligible answers to unintelligible questions, has sometimes changed them in response to a well-sustained chorus of protest from the benches. The concession is acknowledged by a general stamping of feet which signifies approval. Imagine my confusion upon one occasion, during my first week at college, when, after expressing approval with the hands in worldly fashion, I found a score of students staring at me with ill-concealed amusement.

"The hours between lectures, of which each student has no more than three or four a day, I often spend in one of the many college libraries. I was about to say that these are veritable mines of knowledge, but they are more than that. It would be more accurate to compare them with the treasure vaults of the Bank of England in London, where loads of gold and silver, already minted, refined and coined, are all counted, labeled and done up in convenient packages. When I consider the diligent and faithful labor expended by the scholars of medieval times to get at one one-hundredth of the information that lies here before us, classified and indexed, I am impressed with a deeper sense of obligation to the wise men of the past and to the educational opportunities of the

present. But we are exacting creatures, for there are complaints that in Gore Hall the air is impure, the chairs are uncomfortable and the arrangements generally bad.

"Yet all this matter of lectures and libraries pertains to only one side of university life, the least important side, too, if the studies and athletics is any criterion. The *Crimson* is a good index to the varied interests of the undergraduates, though not to their sentiments, for the *Crimson's* comments are stately, jokeless and serene. Its editorials on line-bucking are as ponderous as Gibbon's comments on the evolutions of the Roman legions. This clerical seriousness, which it applies in its treatment of any kind of subject, makes the *Crimson* more or less of a joke among the undergraduates. The *Lampoon*, Harvard's fortnightly edition of student jokes, calls it the 'Crime's Own,' or the daily edition of the University Calendar.

"Comments on the daily football practice occupy one-third of the space on its first page throughout the football season, while the notice of an important lecture by the president of a German university takes up three lines in the column of official notices. Nor is this an unfair indication of the proportionate interest of undergraduates in the two events. However, there are other criterions. Upon entering Harvard each student is asked to fill out two blank forms, in addition to those provided by the university authorities. One is an inquiry from Brooks House—the center of religious activity at the university—as to his religion, the other is a query from the football management in regard to his weight. Filling out the blank on church alliance brings a printed invitation from some Cambridge church to attend its services; an indication of a weight exceeding 160 pounds brings on a series of visits from freshmen and upper classmen, who unite their efforts to convince the new man that it is his duty to come out and be a sacrificial lamb on the altar of that ephemeral deity called college spirit.

"After stating that few freshman football candidates had reported for practice an editorial printed in the *Crimson* in the

course of last fall's football season went on to say: 'There is the general state of affairs that on every hand there are freshmen of football build and weight who are not playing the game'—a sufficiently clear intimation that these gen-

tlemen were neglecting their duties. The assumption that a heavy man comes to college not to study but to play football is so general that comment like the above would only attract the attention of an outsider."

THE KORTCHA SCHOOL IN ALBANIA

The Mediterranean trip is a favorite one with many American travelers, especially in the winter and spring. Not a few of them arrange their itinerary to include Holy Week at Athens, Greece. An increasing number, while visiting Constantinople, Smyrna and Beyrout, on their way to the Holy Land, or at Cairo, and Alexandria in Egypt, having learned of the American and English educational institutions at these centers, place them also in their plans; while a less number map out their routes purposely to visit these institutions. The few who have stopped at Salonica, Turkey in Europe, during the four years since the Thessalonica Agricultural and Industrial Institute was begun by two American missionaries, to provide a home and school for the larger boys of Macedonia, who were orphaned and left desolate by the massacres of 1903, have seen a rapidly growing and most promising work, which might easily double its scope and efficiency, were its funds increased in even less ratio. Few travelers, however, have yet seen this institute, though it is almost on the shore of the Gulf of Salonica; fewer yet have journeyed one hundred and fifty miles westward from that point, crossed the mountains into Albania, and visited the only school under American auspices, in that little-known land just north of Greece. Still fewer, but among these, Miss Durham, an English writer, author of "Through the Lands of the Serb," and "The Burden of the Balkans," and now and then an adventurous newspaper correspondent, have penetrated thither by the even more hazardous routes from the Adriatic Sea.

Hence it is that very little is known of

the noble work which a few grand souls are doing for their own country, in the only school in Albania in which the Albanian language has been permitted by the Ottoman Government, in the education of Albanian children. A writer in the Christian Endeavor World dwells more fully upon this point than the limits of this column will allow; but we are favored with an account of last year's experiences at this Kortcha school, from one of the few who know it well:

Though well-nigh overwhelmed at times by difficulties and opposition from various sources, the school year of 1905-1906 closed successfully, and the future looked encouraging. School opened in September last with a good number of pupils, and great enthusiasm among both teachers and scholars. A quiet and peaceable time was enjoyed in the beginning, but later the national or Greek Church began to threaten as aforesaid, and to bring every possible hindrance to bear upon the work. The persecutions of the year just past have been beyond description.

Ever since evangelical work was opened in Kortcha intense jealousy and extreme suspicion have been evident in the attitude of the Greek Church toward the Christian education of children in their mother tongue. This is because the ecclesiastics wish to keep the people in ignorance, and will not allow them gospel liberty, since to think for themselves will weaken the political influence of the Church. Families have been continually warned to beware of the religious teachings in our school, and not to send their children to it. None of these things disheartened us, for, on the other hand, there was much to encourage.

However, in the midst of our per-

sistent and hopeful labors came the most unexpected and hardest blow which could fall upon the school, viz.: the Government's prohibition to use the Albanian language, for the use of which it had granted a firman, years since—and the threatened closing of the school! Almightily God raised up worthy men as his instruments to act decisively and prevent the great calamity, which menaced this one light in our poor, neglected country. We are thankful, indeed, that we have been able to continue school duties so far, though officially the school is closed.

The sad news spread to all parts of the globe where Albanians are to be found, and caused great sorrow, because this was the only Albanian school in the country. Their deep sympathy shows their great appreciation of the work; this comforts us in the midst of our uncertainty as to its future. They realize the dangers which will befall the land if deprived of this institution, the only one in which a beginning has been made for the education of Albanians in their vernacular. All their hopes for the education of the masses of their nation centered in it.

Albania appeals to all lovers of free and liberal education, to place such beacon-lights in other parts of her country also, that the light may stream out more broadly and strongly, and drive out the darkness of ignorance. There is a desperate cry all over the land for more light and liberty, for more schools, which are the most efficient agencies for the extension of Christianity, and for more workers. There is a great opportunity throughout Albania, but Christians must hasten and do their part to enter it and preach the Gospel. She is longing to be helped and uplifted by words and acts of love. As a weak nation she wants

sympathy and support. No one can comprehend how sweet will be to her the assurance of the love of a great and distinct people. The love of Christ constrains us to say with St. Paul, as he looks out upon the sorrows of men:

“Oh to save these, to perish for their saving,
Die for their life, be offered for them all!”

The nation's struggle for knowledge is most pathetic. Many incidents indicate the deep craving of the Albanian heart for enlightenment. Old and young beg to be taught to read. Great strong men come and plead with tearful eyes for a leaf of a, b, c's, or to be taught the alphabet only, while for the rest they will strive by themselves. When one of them finds some one to teach him his joy is beyond bounds. Poor though he be, he does not fail to manifest his gratitude by little kindnesses which may be within his power.

Sixty students were enrolled in the Kortcha School last year, thirty-five of whom continued in it, notwithstanding all efforts to persuade or compel them to leave. Because no school exists where boys may be taught Albanian, there was an English class of twelve, in connection with this school. The teachers had great satisfaction in watching the rapid development of their scholars. “In one word,” our correspondent continues with wonderful courage, “the past year has been one of growth and decided progress. The general improvement of the girls has been noticed, both in school and home life, and the increased interest which they take in their daily tasks, is a source of encouragement to all. I repeat: There is great need that Christians hasten to set up the standard of a pure gospel in poor, neglected Albania!”



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